

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH
COMMUNICATIVE ACTIVITIES AT GRADE VIII OF SMP N 2 DEPOK
IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Pendidikan* Degree in English Education Department**



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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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MOTTOS

Surely there is ease after hardship.

(Al-Inshirah: 6)

There is no secret to success. It is the result of preparation, hard work, and learning from failure.

(Colin Powell)

Giving a try is always much better than doing nothing.

(Anonymous)

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DEDICATION

I dedicate this thesis to:

- My beloved father and mother (Fauzan and Qurrotu A'yunin)
- My beloved sister, Yanuarita Nur Hanifa
- The big family of Bapak H. Rohmat and Bapak Mukh. Said
- All of my best friends
- All my teachers since I was in kindergarten until the university

Thank you for your deepest love, supports, encouragement, and prayers along my life.

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Finally, I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis. I hope this thesis can contribute to the development of English teaching and learning processes.

Yogyakarta, January 2013

The Writer

Yanuar Rizki Fauziah

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ABSTRACT

The objective of this action research study was to improve the students' speaking skills through communicative activities at grade VIII of SMP N 2 Depok in the academic year of 2012/2013. The actions were conducted based on the curriculum and in line with the course grid and lesson plan developed before conducting the actions.

This research study consisted of two cycles involving communicative activities in the forms of various information gap activities and games as the main actions. They were 'helping my classmate activity', 'giving me a favour activity', 'serving the customers activity', 'inviting to the party activity', 'finding a day activity', 'filling the schedule activity', 'search game', and 'survey game'. Using classroom English, communicating the objectives of the lessons to the students, conducting pre-communicative activities, giving feedback, giving handouts, asking students to bring a dictionary, using media in the teaching and learning processes, and giving rewards were the complement of the main actions. The data were obtained by observing the teaching and learning processes, interviewing the collaborators, holding discussions with the collaborators, and taking pictures during the actions. The instruments of this study were observation sheets, interview sheets, a recorder, and a camera. The data collected were qualitative in nature. The data were analyzed from the vignettes and interview transcripts during the actions. To avoid the subjective analysis, investigator and time triangulation were used. Democratic, process, outcome, catalytic, and dialogic validity were also used to fulfill the validity and reliability of the data.

The research results showed that the students' speaking skills improved through communicative activities. The improvements were achieved gradually which covered some aspects such as students' responsiveness, fluency, accuracy, self confidence, and cooperation. The students got better atmosphere of learning and got lots of opportunities to speak up. It resulted in the improvements in not only the students' quantity but also their quality in producing the language. They became more confident to speak in English. All implemented actions were successful to make the students active in joining the teaching and learning processes.

CHAPTER I INTRODUCTION

The objective of this study is to improve students' speaking skills at grade VIII of SMP N 2 Depok through communicative activities. This chapter presents the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the study, and the significance of the study.

A. Background to the Problem

English is one of the compulsory subjects for Junior High School students as mentioned in the government rules No. 19/ 2005 articles 6 verse 1 about the scope of subjects in every level of education in the curriculum. According to the current curriculum, the School-based Curriculum, or officially called as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the purpose of teaching and learning processes of English in Junior High School is to develop students' communicative competence, both in oral and written forms. Being able to communicate means that students can understand and share their information, ideas, thought, opinions, and feeling through spoken or written texts. Therefore, the emphasis of English teaching and learning is to develop the four macro language skills, namely listening, speaking, reading, and writing skills.

Speaking is one of the skills that has to be mastered by the students. In developing these skills, the students need to acquire communicative competence which consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Murcia et. al.,

1995:10). Therefore, English teaching and learning processes should be concerned with all communicative competence of the students so that it is expected that the students can learn to use language to communicate fluently and accurately in various contexts.

Based on the appendices of the National Education Ministerial Regulations No. 23/2006 about the standard of graduate competence of English subject in Junior High Schools known as *Standar Kompetensi Lulusan (SKL)*, the students need to master the four macro language skills. One of these skills is speaking. The objective that needs to be achieved by the students in speaking is the ability to express meanings in spoken language in simple interpersonal and transactional texts formally as well as informally in the forms of *recount, narrative, procedure, descriptive, and report* in daily life. In line with this, stated in the basic competence, the students necessitate to produce the above texts fluently and accurately in terms of transactional (to get things done) or interpersonal (to socialize) relations, of course in spoken forms with the use of language functions such as asking, giving, and refusing services; asking, giving, and refusing things; accepting and denying facts; asking and giving opinions; inviting, accepting, and rejecting invitation; agreeing or disagreeing; complimenting, and congratulating. It is expected that the students can use the language functions in real communication in their daily life.

However, based on my observation conducted on Tuesday, February 7, 2012 and the interview on Thursday, February 16, 2012 in SMP N 2 Depok, most of the students still had low ability to speak in English. This case was found at grade VIII of SMP N 2 Depok. The observation of the teaching and learning processes was

conducted in class VIII C on Tuesday, February 7, 2012. This can be seen in the vignette below.

The teacher entered the class. She opened the class only by saying “*Good morning class*”. Then students answered “*Good morning Mam*”. The students prepared a course-book entitled *Let’s Talk grade VIII for Junior High School*, an LKS entitled *Bahasa Inggris Cerah Kelas VIII*, and a dictionary. The teacher monitored the class by walking around the class, checking whether the students brought the coursebook, LKS, and dictionary. “*Who doesn’t bring the dictionary? Siapa yang nggak bawa kamus? Dendanya 1000,*” (‘Who doesn’t bring the dictionary? the fine is Rp 1000’) she said. Two students forgot to bring the dictionary so that they had to pay Rp 1000 for each student.

The teacher then asked the students “*What do you want? LKS or text-book?*” Then the students simply replied “*LKS Mam*”. “*OK. Open your LKS page 7. Do you get it? Sudah ketemu?*” (‘Have you found it?’) said the teacher. Then she pointed two students to act out a dialogue. Then, two students read the dialogue. “*Bacamu kok pelan banget.* (‘You read too low.’) *Yunita please read aloud. Sama siapa ya?*” (‘With whom?’) said the teacher. The students said “*Sama Hisam Mam.*” (‘With Hisam Mam.’) “*OK sama Hisam*” (‘OK, with Hisam.’), the teacher agreed. Yunita and Hisam had just finished the dialogue. The teacher asked them “*What news is it? What news does Tono share to Dono?*” The students were silent. Then the teacher pointed Lisa. “*Creative seminar Mam,*” she said. “*That is right,*” said the teacher. Then the teacher gave another question “*What is the expression in the text?*” The students answered with unclear voice, “*Compliment*”. “*Iya, compliment atau pujian,*” (‘Yes it’s a compliment’) teacher agreed.

The teacher continued with the next task by saying “*Open page 13*”. The teachers asked the students to read the text *Jonah*. Then she asked, “*What Jonah is about?*” The students answered, “*About fairy tale*”. It was about 3 or 4 students who answered the question. Then the teacher replied “*OK, What for is this text?*” “*To entertain,*” said one student. After that the teacher asked the students to have a look at a column in which some words can be found such as *adored, servant, blockade, trapped*, and so on. The students are asked to find the meaning from the dictionary.

The teacher then asked the students to move on the next task. Again, the students were asked to find the meaning of some difficult words. Suddenly she said, “*Which is better? Read the text first or find the meaning of difficult words first?*” The students simply replied “*Find the meaning*”. Then the teacher said, “*If you read the text first you can guess the meaning. Bisa dikira-kira kan artinya dari bacaan?*” (‘You can guess the meaning from the text, can’t you?’) The students agreed. The teacher asked them to read aloud. She pointed one student to read a text entitled *Mantu’s Little Ellepant*. When the first student read the text, all his friends listened. There were many mispronounced words but the teacher did not correct it. The next task was translating the text and answering the questions based on the text. After all the questions could be answered the teacher asked the students to do the next task about true or false. Unfortunately, when they got 2 numbers, the bell rang. The teacher said, “*Mau dilanjutkan atau istirahat?*” (‘Will we continue the lesson or have

a rest?') some students said, "*Lanjut!*" ('Continue.') The others said, "*Istirahat!*" ('Have a rest.') "*Jujur saja tidak usah takut,*" ('Just be honest, don't be afraid.') said the teacher. Then almost all students answered, "*Istirahat!*" ('Have a rest.') the teacher then left the class by saying "*It's enough. Thank you.*"

Notes

Date : February 7, 2012

Place : VIII C of SMP N 2 Depok

Time : 09.55 – 11.15 A.M.

Based on the vignette above, I found some problems dealing with teaching and learning processes. The English teacher did not give any apperception so that the students did not seem to be ready to learn the subject. Besides, the activities conducted by the teacher were also monotonous. Take, for example, the students were asked to pronounce and translate some vocabulary. The students were also asked to read a dialogue or a text aloud, identify some expressions, and answer questions related to the text. Those activities were not adequate to enhance students' speaking skills. Moreover, the teacher did not seem to encourage the students to learn the language so that the students seemed uninterested in the activities. In addition, the teacher did not correct the students' mistakes in pronouncing words and expressions and she did not give any feedback for the students although those are important aspects in speaking. Thus, the students seemed to be less motivated in joining the activities. Students were not really responsive either and tended to be passive in joining the class.

The conditions of teaching learning processes did not seem to be satisfying for the students and the English teacher of SMP N 2 Depok. The students said that they were not satisfied with the class activities since there was less opportunity for them to learn to use the language. They felt that the activities in the class were uninterested

and made them less motivated in joining the class. Related to this case, based on an informal discussion, the teacher agreed that those kinds of classroom situations were not in line with the curriculum. She said that if she kept applying those activities, the students would find it difficult to use English to communicate. The teacher also confirmed that she faced some difficulties in teaching and learning of speaking in terms of making the students active. Based on the discussion with the collaborators of the research, the efforts to improve students' speaking skills as well as improve the teacher and my ability to teach speaking need to be conducted. It will be done through action research. To be able to do that, the problems should be identified in the next part.

B. Identification of the Problem

In identifying the problems, observation and interviews were conducted. The observation of the classroom was on Tuesday, February 7, 2012 and the interviews were on Thursday, February 16, 2012. The observation was on class VIII C that consists of 35 students. The pictures were taken and the field notes were written to describe the classroom situation. The English teacher and some students were also interviewed related to teaching and learning processes.

Based on the observation and interviews with the teacher and students, some problems are found especially related to speaking learning processes. The problems are as follows.

1. Teacher

A good English teacher is a teacher who plays his/her roles well in teaching his/her students. He/she needs to always guide the students to reach the objectives of

their learning. An English teacher needs to be able to manage the whole things in the class, for examples the activities, the tasks, the students, and the atmosphere of the class. Moreover, he/she should be able to give students feedback, suggestions, or corrections.

However, based on the vignette on page 3, it could be seen that the English teacher in SMP N 2 Depok could not arrange the activities well although she had delivered the materials with clear voice. The teacher just came to the class and asked the students to do the tasks on their coursebook or *LKS* without giving any guidance from the teacher in accomplishing the tasks. Take, for example, the teacher did not read the directions of the task and did not tell the purpose of studying the materials. The activities in the speaking class such as reading aloud or memorizing a dialogue showed that they were not sufficient to promote the students to learn to use the target language.

Through a discussion, the English teacher and I agreed that we faced the same problems in teaching speaking. We knew what to teach but found it difficult about how to teach effectively. In preparing the students to speak, we sometimes asked the students to translate some vocabularies related to the text then pronounce the vocabulary together. However, we felt that we were not too creative in creating the activities that encourage students to communicate in English and make them feel comfortable in learning the subject. We just asked the students to read aloud a dialogue or memorizing the dialogues in speaking class. However, we were worried that by using those strategies the students would easily get bored by this situation. We also felt that she had low classroom management in teaching speaking. Take, for

example, there were only few students who had the chance to act out a dialogue and the other students were not. As a result, not all students could practice to use the target language in the class. We sometimes felt that we failed in making the students speak in English and they were just silent throughout the activities. Moreover, she said that reading and writing activities were dominant in the class. She sometimes ignored the teaching of speaking and listening because those skills were difficult to be applied. Therefore, based on the problems we faced dealing with teaching speaking, we agreed to improve our teaching ability, especially to teach speaking.

2. Students

Ideally, language learners should have a willingness to practice to use the target language. They should not be afraid of making mistakes in using the language. In addition, they should have high self-confidence in participating in the class activities. They should also be active, attentive, and responsive toward the teaching and learning processes.

Nevertheless, after observing the students' behaviors in the class, it showed that the students were silent in the class activities but not really attentive toward the teaching and learning processes. Most students were reluctant in responding the teacher's questions. Besides, it sounded that they had difficulty to pronounce some words or sentences. Moreover, it could be assumed that they were passive in joining the class activities. Most students would not speak until the teacher asked them to speak. It seemed that they had little interest in the class activities and had low motivation to speak in English.

In line with the problems presented above, through the informal interview, the students said that they were too shy to speak in English. They said that they tended to be afraid of making mistakes and felt less confident in speaking English. They seldom used English to communicate in the class. In addition, they said that they found it difficult to say what they wanted to say in English. Furthermore, the students confirmed that it was difficult for them to pronounce English words and sentences correctly. Meanwhile, there was not enough activity to practice their pronunciation. They agreed that those things would impede them in improving their speaking skills.

3. Learning Materials

English teachers should give appropriate materials for their students. The materials should be interesting so that the students have high motivation in learning English. Furthermore, the content of the materials should be in line with the curriculum. The materials should also provide a lot of opportunities for students to learn to use the language. It is also important to vary the materials from many sources so that the students will enjoy and not get bored in joining the class activities

Nonetheless, through the observation, it could be seen that the materials given were only relied on the coursebook and *LKS*. The course book used in the class was “Let’s Talk Grade VIII for Junior High Schools” and an *LKS* entitled “*Bahasa Inggris Cerah*”. The students just spent their time to do some tasks in the coursebook or *LKS* such as reading aloud a dialogue and answering some exercises in the coursebook so that the students might easily feel bored in the classroom. The limited materials presented in the class seemed to impede the students to explore their ability to use the target language and avoid them to develop their speaking skills.

Through the interview, the teacher said that before starting the teaching and learning processes, the teacher arranged lesson plans based on the syllabus. However, not all activities mentioned in the lesson plans could be applied in the teaching and learning processes. Commonly, it was caused by the limited time. She also confirmed that the materials given were sometimes not in accordance with the materials mentioned in the lesson plans.

4. Media, Equipment, and Facilities

The use of media and facilities is necessary to be optimized in order to make the teaching and learning processes easier. There are many media that can be used in the class such as pictures and videos. There are also some equipment to optimize the teaching and learning processes such as LCD, laptop, whiteboard and many others. In addition, there are school facilities which can be used to support the teaching and learning processes such as the language laboratory and the library.

However, from the vignette on page 3, it could be seen that there were no media used in the class activities. Take, for example, there was not any picture to help the students to understand what they had learnt. The teacher did not use LCD provided in the class to support the teaching and learning process. She seemed to depend more on the coursebook and *LKS* in the class than other media.

Based on the interview, the teacher said that the media was never been used in the class. The teacher said that she had no time in creating and preparing media to support the teaching and learning processes. There was an LCD in one class to support the learning processes but the teacher never used it because she felt difficult to use technology. Besides, she stated that the language laboratory was never been

used because some tools in the laboratory were broken. Moreover, she confirmed that the library of the school did not provide a lot of good English books.

C. Limitation of the Problem

The collaborators of this research and I agreed that the activities that encourage the students to learn to use English, called communicative activities, have great contributions to improve students' speaking skills. Therefore, the problem of this study is limited to improving the students' speaking skills through communicative activities at grade VIII of SMP N 2 Depok which will be determined in the field collaboratively.

Communicative activities are proposed as the treatment to improve students' speaking skills since the objective of the teaching learning English in Junior High School is to reach communicative competence as stated in the curriculum. Besides, these activities engage the students in communications and require the use of such communication processes as information sharing, negotiation of meaning, and interaction. The examples of communicative activities are asking and answering questions, having a conversation or dialog, role playing, conducting discussions, having games, group working and so on.

Based on the observation and interviews, this action research would only be implemented in class VIII C since the students of VIII C had low ability in speaking skills. It is expected that communicative activities can encourage the students to learn to use the target language and improve their speaking skills.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problems in this study is “How can students’ speaking skills be improved through communicative activities at grade VIII of SMP 2 Depok?”

E. Objective of the Study

The objective of this study is to improve students’ speaking skills at grade VIII of SMP N 2 Depok through communicative activities.

F. Significance of the Study

The result of this study confers significance for the following parties.

1. Teachers

The result of this study can be one of the references and input for the teaching learning processes. The teacher can also have some experiences dealing with the problems in the teaching learning processes and find the solutions to improve the teaching ability.

2. Students

It can help them improve their speaking skills in the class and enjoy the lesson as well as comprehend the subject.

3. The Researcher

The result of this study can be useful as an experience of the researcher herself in how to conduct an action research related to the problem-solving capability.

4. English Education Department Students

It can be use as a reference for the next research and also as a picture of the success of teacher’s method in teaching speaking skills.

CHAPTER II

LITERATURE REVIEW

This chapter consists of two parts which are theoretical review and conceptual framework. The theoretical review is presented in four headings. Those are communicative language teaching, teaching speaking skills, communicative activities, and assessing speaking. The next part describes the conceptual framework.

A. Theoretical Review

1. Communicative Language Teaching

a. The Concept of CLT

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006:2). Harmer (2001:84) adds that communicative language teaching is a set of beliefs which includes not only on re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach that is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill.

Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000:121). The goal of CLT is to enable

students to communicate in the target language fluently and accurately. Thus, CLT tends to be learner-centered approach rather than teacher-centered approach (Brown, 2001: 46). It requires students to acknowledge the linguistic forms, meanings, and functions of the language. It leads students to communicate in meaningful ways in certain situations.

Richards (2006:22) gives ten core assumptions of current communicative language teaching as follows:

- 1) second language learning is facilitated when learners are engaged in interaction and meaningful communication,
- 2) effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange,
- 3) meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging,
- 4) communication is a holistic process that often calls upon the use of several language skills or modalities,
- 5) language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection,
- 6) language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently,
- 7) learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning,
- 8) successful language learning involves the use of effective learning and communication strategies,
- 9) the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning, and
- 10) the classroom is a community where learners learn through collaboration and sharing.

The assumptions above imply that English teachers should provide classroom activities that give opportunities for students to use the language to interact in meaningful communication. Trial and error are very common in language learning. Thus, it is the teacher task to give feedback for every single activity done by students so students, at the end, are able to use the language accurately and fluently. It is also

important to the teacher to teach communication strategies so that in learning the language students can develop the strategies in accordance with their own styles of learning. Furthermore, the teacher as facilitator needs to create comfortable atmosphere with various interesting activities such as pair or group work activities. Therefore, students can practice to use the language, for example, by sharing ideas, opinions and other feelings to each other as well as to the teacher.

b. The Characteristics of CLT

Brown (2001:43) suggests the six interconnected characteristics of CLT. They are described as follows:

- 1) classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic,
- 2) language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational forms are not the central focus, but rather aspect of language that enable the learners to accomplish those purposes,
- 3) fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use,
- 4) students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip students with the skill necessary for communication in those contexts,
- 5) students are given opportunities to focus on their own learning process through an understanding on their own styles of learning and through the development of appropriate strategies for autonomous learning, and
- 6) the role of the teacher is that of facilitators and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

The characteristics above indicate that the purpose of learning the language in CLT is to gain all components of language by engaging students in meaningful communication. CLT also sees fluency as important as accuracy. Therefore, the teacher needs to balance the activities which focus on both fluency and accuracy. The teacher should also provide classroom activities with many opportunities to use the

language through appropriate strategies and autonomous learning. Students are considered to be the center of the class by guidance from the teacher. In a way, some of the characteristics make it difficult for a nonnative speaking teacher who is not very proficient in the foreign language to teach effectively.

c. The Goal of CLT

The goal of CLT is to reach communicative competence that refers to the use of language for meaningful communication (Richards, 2006:3). Richards (2006:3) also states that communicative competence includes the following aspects of language knowledge as follows: (1) knowing how to use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and understand different types of texts; and (4) knowing how to maintain communication despite having limitations in one's language knowledge. It means that to reach communicative competence, students need to know how to use the language according to its purposes and functions in many different situations. They also need to consider whom they talk to and where the communication happens. It is also important to know how to keep the communication running well.

Harmer (2007:165) defines communicative competence as the ability to use the linguistic system to accomplish certain functions and to carry out these functions within the social contexts. He (2001:123) also states that when we communicate, we use language to accomplish some functions, such as arguing, persuading, and promising. Therefore, when a speaker wants to talk about something, he needs to

consider not only based on his intention of his expressions but also on whom he talk so that he can speak not only correctly but also appropriately.

Brown (2001:69) states that communicative competence is the goal of a language classroom which can be achieved by giving attention to language use and not just usage, to fluency not just accuracy, to authentic language and contexts, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. It implies that students need to acquire communicative competence so that they can use the language accurately, appropriately, and effectively. Celce-Murcia et. al. (1995:10) divides communicative competence into discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence which can be formulated into the following model.

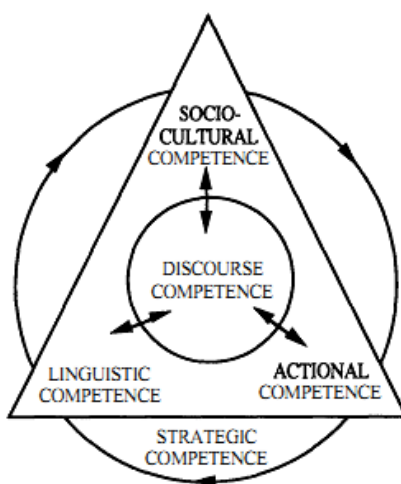


Figure. 2.1. Schematic representation of communicative competence in Celce-Murcia et. al. (1995:10)

The model of communicative competence proposed by Celce-Murcia et. al. (1995:10) provides interrelationship among all the components of communicative competence. Discourse competence concerns with the selection and sequencing of

sentences to achieve a unified spoken or written text. Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. Sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets. Strategic competence concerns with the knowledge of communication strategies and how to use them.

From the model above it can be concluded that students need to acquire all the competence in the model. Therefore, the teacher should help students to get the main competence that is discourse competence. To gain this competence, the teacher needs to give opportunities to help students developing the linguistic competence, sociocultural competence, as well as actional competence. The teacher also need to consider activities to promote strategic competence which influences the other four components of communicative competence.

2. Teaching Speaking Skills

a. The Nature of Speaking

Speaking is the active use of language to express meanings so that other people can understand them (Cameron, 2001:40). In addition to that, Fulcher (2003:23) states that speaking is the verbal use of language to communicate with others. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998:13). It means

that someone can share ideas, opinions, and other information to each other in variety of contexts with the use of verbal language such as utterances or non verbal language such as gestures. When speaking, the speaker tries to build communication to listeners for examples to ask questions, provide information, get things done and many other purposes.

Brown (2001:267) argues that when someone can speak a language it means that he can carry on a conversation reasonably competently. He also states that the benchmark of successful language acquisition is almost always the demonstration of ability to accomplish pragmatic goals through an interactive discourse with other speakers.

The issue of spoken and written language will always appear when someone learns a language since they are related to one another. However, it is important to know that there are differences between spoken and written language in terms of structure, grammar, and vocabulary. Brown and Yule in Nunan (1989:26) distinguish between spoken and written language in their discussion of the nature of speaking. They point out that for most of its history, language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integrated into highly structured paragraphs. On the other hand, spoken language consists of short, often fragmentary utterances, in a range of pronunciations.

When someone wants to have oral communication others, there are some criteria that need to be noticed. Nunan (1989:32) says that successful oral communication involves developing the following aspects:

- 1) the ability to articulate phonological features of the language comprehensibly;
- 2) mastery of stress, rhythm, intonation patterns;
- 3) an acceptable degree of fluency;
- 4) transactional and interpersonal skills;
- 5) skills in taking short and long speaking turns;
- 6) skills in the management of interactions;
- 7) skills in negotiating meaning;
- 8) conversational listening skills (successful conversations require good listeners as well as good speakers);
- 9) skills in knowing about and negotiating purposes for conversations;
- 10) using appropriate conversational formulae and fillers.

In conclusion, speaking is the ability to express ideas, opinions, information and other intentions to make other people get the message that is conveyed. In expressing something, speakers have to make listeners understand about what they intend to say so that the communication can run well.

b. Microskills of Speaking

In teaching speaking, teachers need to not only guide students to see the whole picture but also to help students to see the pieces of language right down to the small parts, called as micro skills, that make up the whole (Brown, 2001:271). The micro skills of speaking proposed by Brown are as follows:

- 1) produce chunks of language,
- 2) orally produce differences among English phonemes and allophonic variants,
- 3) produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational countours,
- 4) produce reduced forms of words and phrases,
- 5) use an adequate number of lexical units (words) in order to accomplish pragmatic purposes,
- 6) produce fluent speech at different rates of delivery,
- 7) monitor your own oral production and use various strategic devises – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message,
- 8) use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms,
- 9) produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences,
- 10) express a particular meaning in different grammatical forms,
- 11) use cohesive devices in spoken discourse,
- 12) appropriately accomplish communicative functions according to situations, participants, and goals,

- 13) use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations,
- 14) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
- 15) use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings, and
- 16) develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you.

Students are said to be successful speakers if they master all the skills above.

Thus, the teacher needs to reinforce the students to comprehend the language features through practicing and drilling some words and pronouncing them with appropriate manner. It is also necessary for the teacher to consider the situations where the communication happens and the participants involved in the communication so that he/she can conduct appropriate activities for the students. Therefore, beside reinforcing students to learn language aspects, the teacher need to teach them to consider the other appropriate things such as participants and the situations when they want to speak.

c. Criteria of Good Speaking Skills

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students to have good speaking skills. Those are pronunciation, fluency, accuracy, and vocabulary (Brown, 2001:268). The explanations of each term are as follows.

1) Pronunciation

Pronunciation is the way a certain sound or sounds are produced (Longman Dictionary, 2002:429). It covers the way for speakers to produce clear language when they speak. To be able to have a successful communication, the speaker of a language

needs to be able to understand each other with relative ease (Nunan, 2003: 112). It means that the speaker has to be able to give clear message to the listener. Teaching pronunciation including stress, rhythm, and intonation is very important in speaking.

2) Fluency

Fluency is also an important aspect in speaking. Fluency is the ability to speak quickly and automatically (Harris and Hodges, 1995:14). It implies that a fluent speaker is a person who can use the language quickly and automatically in a conversation. It can be said that fluency is the ability to keep going the conversation naturally when speaking spontaneously. Thus, the activities focused on fluency are needed to be conducted by the teacher.

3) Accuracy

Accuracy is the ability to produce grammatically correct sentences or utterances (Longman Dictionary, 2002:204). Brown (2001:268) also adds that a speaker is said to be accurate if he/she produces clear, articulate, grammatically and phonologically correct language. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure. In this case, the teacher can give grammar, structure and many other exercises to improve accuracy of the students

4) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms (Longman Dictionary, 2002:580) that are typically used when talking about something. Burton (1982:98) stated that without a large vocabulary, it is impossible to use English language precisely and vividly. It means that vocabulary is one of the

aspects which has to be learnt if someone wants to speak in English. A speaker of a foreign language will speak fluently and accurately if he or she masters enough vocabulary and has capability to use it accurately. Therefore, the teacher should conduct activities to improve students' vocabulary mastery for example through drilling.

d. Difficulties in Speaking

Some students tend to be silent joining English teaching and learning processes because they are afraid of making mistakes when they speak in English. The students are afraid to speak in English because they do not want to be judged as stupid students when they make mistakes in speaking. Moreover, some students are shy to speak in English in the class because sometimes they are not confident to communicate in the target language. Brown (2001:269) states that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Therefore, teachers need to create a kind of warm and comfortable situation to encourage students to speak.

Brown (2001:269) also states that the greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are activities in which collaborative participants engaged in a process of negotiation of meaning. Therefore, in saying something it is important to consider how to say, when to speak, and other discourse constraints.

e. Principles for Designing Speaking Techniques

To reach the goal of teaching speaking, it is important to design speaking techniques which can support the speaking learning processes. In designing these, there are some principles offered by Brown (2001:275) as follows:

- 1) use techniques that cover the spectrum of learners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) provide intrinsically motivating techniques,
- 3) encourage the use of authentic language in meaningful contexts,
- 4) provide appropriate feedback and correction,
- 5) capitalize on the natural link between speaking and listening,
- 6) give students opportunities to initiate oral communication, and
- 7) encourage the development of speaking strategies.

The principles above imply that in designing speaking techniques, it has to be based on students' needs. So, the teacher should use the techniques that motivate students to use the language in meaningful contexts. The teacher also needs to give feedback and corrections to assess students' performances. Besides, he/she needs to teach about how to speak fluently and accurately with the use of speaking strategies.

f. Language Functions, General Notions, and Specific Notions

1) Language Functions

Language functions are known as what people do with language (van Ek and Trim, 1998:27). There are some categories of the division of language functions. However, in this research, category of language functions of threshold level is proposed. This category divides the language functions into six broad categories.

They are listed as follows (van Ek and Trim, 1998:28-47):

- a) imparting and seeking factual information,
- b) expressing and finding out intellectual attitudes,
- c) expressing and finding out emotional attitudes,
- d) expressing and finding out moral attitudes,
- e) getting things done (suasion), and
- f) socializing.

Table 2.1. Index of language-functions for threshold level proposed by van Ek and Trim (1998:28-47)

Types	No.	Description
Imparting and seeking factual information	1	identifying
	2	reporting (including describing and narrating)
	3	correcting
	4	asking
Expressing and finding out intellectual attitudes	5	expressing agreement and disagreement
	6	inquiring about agreement and disagreement
	7	denying something
	8	accepting an offer or invitation
	9	declining an offer or invitation
	10	inquiring whether an offer or invitation is accepted or declined
	11	offering to do something
	12	stating whether one knows or does not know something or someone
	13	inquiring whether one knows or does not know something or someone
	14	stating whether one remembers or has forgotten something or someone
	15	inquiring whether one remembers or has forgotten sth. or someone
	16	expressing whether something is considered possible or impossible
	17	inquiring whether something is considered possible or impossible
	18	expressing capability or incapability
	19	inquiring about capability or incapability
	20	expressing whether something is considered as a logical conclusion
	21	inquiring whether something is considered as a logical conclusion
	22	expressing how certain/uncertain one is of something
	23	inquiring how certain/uncertain one is of something
	24	expressing one is/is not obliged to do something
	25	inquiring whether one is/is not obliged to do something
	26	expressing others are/are not obliged to do something
	27	inquiring whether others are/are not obliged to do something
	28	giving and seeking permission to do something
	29	inquiring whether others have permission to do something
	30	stating that permission is withheld
Expressing and finding out emotional attitudes	31	expressing pleasure, liking
	32	expressing displeasure, dislike
	33	inquiring about pleasure, liking, displeasure, dislike
	34	expressing interest or lack of interest
	35	inquiring about interest or lack of interest
	36	expressing surprise
	37	expressing hope
	38	expressing satisfaction
	39	expressing dissatisfaction
	40	inquiring about satisfaction or dissatisfaction
	41	expressing disappointment
	42	expressing fear or worry
	43	inquiring about fear or worry
	44	expressing preference
	45	inquiring about preference
	46	expressing gratitude
	47	expressing sympathy
	48	expressing intention
	49	inquiring about intention
	50	expressing want, desire
	51	inquiring about want, desire

Expressing and finding out moral attitudes	52	apologizing
	53	Granting forgiveness
	54	expressing approval
	55	expressing disapproval
	56	inquiring about approval or disapproval
	57	expressing appreciation
	58	expressing regret
	59	expressing indifference
Getting things done (suasion)	60	suggesting a course of action (including the speaker)
	61	requesting others to do something
	62	inviting others to do something
	63	advising others to do something
	64	warning others to take care of or to refrain from doing something
	65	instructing or directing others to do something
	66	offering assistance
	67	requesting assistance
Socializing	68	to greet people
	69	when meeting people
	70	when introducing people and when being introduced
	71	when taking leave
	72	to attract attention
	73	to propose a toast
	74	to congratulate
	75	when beginning a meal

2) General Notions

General notions are derived from a consideration of what, in general, people deal with by means of language, of what concepts they may be likely to refer to whatever the specific features of a particular communication situation may be (van Ek and Trim, 1998:48). The same authors (1998, 48-58) mention the general notions under eight headings as follows.

Table 2.2. General Notions proposed by van Ek and Trim (1998, 48-58)

1. Existential 1.1. Existence & non-existence 1.2. Presence & absence 2. Spatial 2.1 location 2.2 relative position 2.3 distance 2.4 motion 2.5 direction 2.6 Origin	5.2 Evaluative 2.1 value 2.2 quality 2.3 rightness, wrongness 2.4 acceptability, unacceptability 2.5 adequacy, inadequacy 2.6 desirability; undesirability 2.7 correctness; incorrectness
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2.7 Arrangement 2.8 Dimension 8.1 size 8.2 length 8.3 pressure 8.4 weight 8.5 volume 8.6 space 8.7 temperature 3. Temporal 3.1 point of time, period 3.2 <i>priority</i> 3.3 posteriority 3.4 sequence 3.5 simultaneousness 3.6 future reference 3.7 present reference 3.8 past reference 3.9 reference without time-focus 3.10 delay 3.11 earliness 3.12 lateness 3.13 length of time (duration) 3.14 speed 3.15 frequency 3.16 continuity 3.17 intermittence 3.18 permanence 3.19 temporariness 3.20 repetitiousness 3.21 uniqueness 3.22 commencement 3.23 cessation 3.24 stability 3.25 change, transition 4. Quantitative 4.1 Number 4.2 quantity 4.3 degree 5. Qualitative 5.1 Physical 1.1 Shape 1.2 Dimension = 2.8 1.3 Moisture 1.4 visibility, sight 1.5 opaqueness 1.6 audibility 1.7 taste 1.8 smell	2.8 successfulness; unsuccessfulness 2.9 utility, inutility 2.10 capacity, incapacity 2.11 importance; unimportance 2.12 normality, abnormality 2.13 facility, difficulty 6. Mental 6.1 reflection 6.2 expression 7. Relational 7.1 spatial relation 7.2 temporal relation (=3.2-3.12) 7.3 action, event relation 3.1 agency 3.2 objective, including factitive 3.3 dative 3.4 instrumental 3.5 benefactive 3.6 causative 3.7 place = 2 3.8 time = 3 3.9 manner, means 7.4 contrastive relation 7.5 possessive relation 5.1 ownership, possession 7.6 Logical relation 6.1 conjunction 6.2 disjunction 6.3 inclusion, exclusion 6.4 cause 6.5 effect 6.6 reason 6.7 purpose 6.8 condition 6.9 focusing 6. Deixis A. Definite 1. non-anaphoric 2. anaphoric B. Indefinite 1. indefinite article 2. indefinite pronouns 3. Adverbs 4. Indefinite semi-deictics
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1.9	texture	
1.10	colour	
1.11	age	
1.12	physical condition	
1.13	accessibility	
1.14	cleanness	
1.15	material	
1.16	genuineness	
1.17	Fullness	

3) Specific Notions

Van Ek and Trim (1998: 59) divide the specific notions into 14 themes which may relate to the situational context in which particular transactions may take place (e.g. buying something in a shop) as well as to topics for communicative interaction (e.g. talking about shopping facilities). The categorization of each theme is presented bellow (van Ek and Trim, 1998: 60-81)

Table 2.3. Specific Notions proposed by van Ek and Trim (1998-81)

1. Personal identification	-
1.1 Name	name, forename, surname, initials, Mr., Mrs., to spell, names of letters of the alphabet, to call, to be called, to sign, signature, letter
1.2 Address	address, to live, road, street, park, square, house-number, countries
1.3 Telephone number	telephone (phone), to telephone (call, ring up), telephone number (cardinal numbers + 0)
1.4 Date and place of birth	To be born, place, birth, date (names of months, cardinal numbers or ordinal numbers up to 31, cardinal number to indicate years); birthday
1.5 Age	age, old, young, year, month
1.6 Sex	sex, male (man, boy, gentlemen), female (woman, girl, ladies)
1.7 Marital status	married, single, family (children), husband, wife, child
1.8 Nationality	nationality, names of own nationality, names of nationality of English native speakers, foreign, foreigner
1.9 Origin	place of origin, country of origin (names of countries in the world), names of airports
1.10 Education	school, primary school, secondary school, university, college, vocational school, institute, form (=grade), course, lesson, to train, to teach, to learn, to take lessons o a course, to go to school, to leave school, pupil, student, teacher, year, month
1.11 Intended profession or occupation	occupation (job, profession), factory, labourer, office, office-worker, farm, farmer, business, business-woman/man, shop, baker, butcher, grocer, greengrocer, to sell, to buy, hospital, doctor, nurse, school, teacher, army, soldier, to work

1.12 Family	family, parents, father, mother, child, son, daughter, brother, sister, husband, wife, baby, grandfather, grandmother, grandchild, grandson, granddaughter
1.13 Religion	religion, to believe, God, church, cathedral, service, Christian, Christianity, Islam, Muslim mosque, say a prayer, Hindu, Buddhist
1.14 Likes and dislikes	to like, to dislike
1.15 Character temperament, disposition	character, kind, nice, bad, unpleasant, quiet, active, lazy, diligent.
2. House and Home	-
2.1 Types of accommodation	to live, house, flat, apartment, building, furnished, to buy, to rent
2.2 Accommodation, rooms	room, room (=space), kitchen, bathroom, bedroom, living-room, lavatory, garden, floor, ground-floor, basement, cellar, downstairs, upstairs, stairs, lift, door, wall, window, cupboard
2.3 Furnitures, bedclothes	furniture, chair, lamp, table, bed, blanket, pillow, sheet
2.4 Room	bookcase, desk, picture, plant, poster, shelf
2.5 Services	electricity, gas, water, heating, central heating, oil, telephone, to clean, to turn on/off, on, off
2.6 Amenities	bath, shower, refrigerator, radio, television, washing-machines, garage, to wash, to clean
2.7 Region	region, agriculture, industry, lake, mountain, hill, forest, seaside, coast, island, water, canal, river, land, valley, field, countryside, flat, top beautiful, bottom, high, deep
2.8 Flora and fauna	plant, flower, tree, grass, animal, bird, insect, fly, dog, cat, cattle, cow, pig, sheep, horse
3. Life at Home	-
3.1 Family	(see 1.12 =family)
3.2 Occupation of parents	(see 1.11)
3.3 Daily routines	to wake up, to get up, to go to (bed, school), to go home, to have breakfast, to have lunch, to have dinner, meal, homework, to be busy, to work hard, after school, to be free, spare time to read, book, to listen to, radio, gramophone, record player, to watch (TV), to go out, to visit, friend, present (=gift), to go for a walk, to go into the country, to play games
3.4 Money	job, working-hours, to earn, money, pocket-money, monetary system, to spend (on), to save, to buy, to put in the bank
3.5 Pets	pet, cat, dog, bird, fish, birdcage, aquarium
4. Education and Future Career	-
4.1 Schooling	(see 1.10)
4.2 Daily routines	school, to begin, to end, lesson, break
4.3 School year	term, holidays, summer-holidays, Christmas, Easter
4.4 Subject	subject, reading, writing, mathematics, geography, history, school subjects, to do (a subject), to study, to choose
4.5 Recreation	club, party, excursion, dance, to dance
4.6 Examination, diplomas	diploma, examination, to pass, to fail, test, final examination, entrance examination
4.7 Future career	to earn, income, tax(es), per (week), training, course, to become, unemployment, old-age pension
5. Free Time, Entertainment	-
5.1 Hobbies	-
5.2 Interest	(See also 4.1 and 4.3-4.8) interests, to be interested

5.3 Radio, TV, etc.	television, to watch television, radio, programme, news-programme, music, light, classical, popular, interview, gramophone (-record), tape-recorder, tape, to play, loud, soft, colour, sound
5.4 Cinema, theatre, opera, concert, etc.	to go out, afternoon, evening, night, performance, cinema, film(-star), actor, actress, singer, to sing, song, musician, music, theatre(-play) stage, entrance, exit, emergency, row, seat, front, back, centre, ticket, ticket-office, cloakroom, lavatory, to book, booking-office, interval, opera, opera-house, concert, concert-hall, modern, ballet, to dance, dancer, dance, night-club, cabaret, floor-show, musical, circus, revue, programme, silence
5.5 Sports	sport(s), team, to play, game, race, match, to swim, stadium, field, ball, player, to win, to lose, draw, to watch
5.6 Intellectual pursuits	to read, to study, library, book, bookshop
5.7 Artistic pursuits	(see also 5.4 & 5.8) art, to write, to paint, to make, art-forms
5.8 Museums, galleries, exhibition.	museum, gallery, exhibition, painting, sculpture, old, antique, open, closed, opening-hours, to close, to open
5.9 Press	newspaper, magazine, article, picture, page, advertisement, to read
6. travel	-
6.1 Travel to school	to travel, early, late, home, cheap, expensive, to cost, fare, ticket, to arrive, to leave
6.2 Holidays	holiday(s), summer, winter, spring, autumn/fall, season, day, week, month, Christmas, Easter, tour, tourist, tourist-office, journey, group, together, abroad, to enjoy, to visit, guide, plan, sights
6.3 Countries and Places	country, town, town-centre, castle, village, place, small, big, capital town, Europe, Africa, Asia, America, Australia, ocean, world
6.4 Public transport	to travel, traveller, to travel by, aeroplane, bus, train, tram, underground, boat, taxi, airport, railway-station, bus-stop, terminal, railways, airline, travel, travel bureau, information (office/desk), enquiries, lost property office, gate, connection, to buy, to pay (for), to ask (for), to smoke, no smoking, waiting-room, refreshments, restaurant, bar, boarding-pass, to change, to check in, to board, delay, delayed, to cancel, platform, direction, to arrive, arrival, to reach, to leave, departure, to go to, to come from, passenger, timetable, fast, a fast train, slow ><fast (train), flight, charter-flight, to fly, to hurry, to wait (for), to take
6.5 Private transport	motor-car, lorry, petrol, oil, to drive, petrol-station, car-park, to park, speed, fine, blue zone, insurance, driving-license, traffic-lights, bicycle, motor-cycle, motor-scooter, to hire, crossing, to cross, pedestrian, motorway, one-way, danger, dangerous, safe, safety, busy, road-sign texts
6.6 Entering and leaving a country	immigration, customs, to import, to declare, duty, frontier, foreign, to change, currency, money, to visit, passport, to stay, visa, form, to open
6.7 Nationalities	(see 1.8)
6.8 Language	language, native language, languages
6.9 Hotel, camping site, etc.	reception, reservation, to book, lift, to press, button, porter, hall, lounge, balcony, view, quiet, to disturb, noise, stairs, inn, camping-site, tent, caravan, youth-hostel, regulations, charge, included, bill, receipt,

	account, cheque (check), boarding-house, to call, key, desk, message, to register, single room double room, dormitory, to push, to pull
6.10 Travel documents	passport, document, insurance, driving-license, visa
6.11 Fares and tickets	ticket, single, return, cheap, adult, child, group, class
6.12 Luggage	luggage, bag, suitcase, box, to carry, camera, porter, weight, heavy, light
7. Relations with other people	-
7.1 Friendship/aversion	friend, to like, to dislike
7.2 invitation	to invite, invitation, to make an appointment, to join, to expect, to come to, to have dinner, to have lunch, to have tea, to have breakfast, to have a drink, to visit, present (=gift), party, to talk, to promise
7.3 Correspondence	to correspond, pen-friend, letter, envelope, postcard, postcard-stamp, pen, pencil, note-paper, to send, to receive, to answer, answer, opening formula, closing formula
7.4 Club Membership	club, member, meeting, to meet
7.5 Politics (an optional: social security)	politics, political, party, government, to govern, conservative, socialist, communist, king, queen, president, minister, prime minister, right-wing, left-wing, state, opinion, war, peace, social security, old-age pension
8. Health and Welfare	-
8.1 Parts of the Body	head, neck, back, arm, hand, leg, foot, heart, stomach, tooth, hair
8.2 Ailments, accidents	ill, pain, fever, health, wound, operation, bandage, to be operated upon, accident, disease, to fall ill, dead, alive, to live, cold, to hurt, to fall, to break, to feel, to burn, to cut, to happen
8.3 personal comfort	comfortable, thirst, thirsty, hunger, hungry, tired, well, to look, to rest, rest, to sleep, sleepy, to wake up
8.4 Hygiene	to wash, soap, towel, clean, dirty, toothbrush, toothpaste, scissors, comb, brush, to cut, to shave, razor, laundry
8.5 Insurance	to insure, insurance, third-party
8.6 medical services	doctor, ambulance, surgery-hours, health, patient, chemist, medicine, tablet, ward, specialist, dentist, to fill, appointment, prescription, glasses
8.7 Emergency services	fire, fire-service, ambulance, police, policemen, police-station, consul, consulate, embassy
9. Shopping	-
9.1 Shopping facilities	shop, supermarket, department store, market, opening-hours, grocer, butcher, baker, greengrocer, tobacconist, to buy, to sell, to change, sale, souvenirs, new, to find, to turn, to wrap up, to show
9.2 Food stuff	(see 10.1)
9.3 Clothes, fashion	clothes, dress, suit, underwear, trousers, jacket, shirt, blouse, shoe, socks, stockings, coat, raincoat, hat, skirt, wool, nylon, cotton, leather, plastic, real, purse, wallet, size, blue, black, green, grey, orange, red, white, light, dark, pair, pocket, watch, to wear, to try on, to put on, to take off
9.4 Smoking	tobacco, pipe, cigar, cigarette, ashtray
9.5 household article	pan, spoon, fork, knife, dish, plate, cup, saucer, bottle, pot, glass, matches, string
9.6 Medicine	(see 8.6)
9.7 Prices	price, expensive, cheap, high, low, free, how much, to cost, too, discount, to spend, money, bank-notes, coins, monetary-system, to pay

9.8 weights and measurement	weight, to weigh, heavy, light, enough, weights, measures
10. Food and Drink	-
10.1 Types of food and drink	food, to eat, to drink, soup, meat, bacon, sausage, steak, beef, lamb, pork, veal, to fry, to grill, to roast, to boil, fish, chicken, omelette, ham, vegetables, potatoes, pommes frites, salad, mushrooms, egg, rice, spaghetti, macaroni, salt, pepper, mustard, bread, butter, slice, cheese, dessert, fruit, apple, pear, banana, strawberry, nut, orange, ice-cream, vanilla, chocolate, cake, pastry, to bake, jam, coffee, tea, cream, milk, sugar, beer, wine, mineral water, fruit-juice, water, sandwich, hot, cold, nice, sweet, bitter, warm, thick, thin, drink, piece
10.2 Eating and drinking out	restaurant, snack-bar, café, pub, bar, canteen, self-service, help-yourself, service, table, waiter, waitress, to serve, to order, menu, to have breakfast, to have coffee, to have lunch, to have dinner, to have tea, to choose, to decide, bill, tip, service-charge, to take away
11. Services	-
11.1 Post	post-office, to post, collection, letter-box, letter, parcel, postage stamp, postage, mail, prostate., postman
11.2 Telephone	telephone, to telephone, telephone number, telephone booth, operator, to dial, coin, out of order
11.3 Telegraph	telegraph, telegram, to send, to arrive, word, sender
11.4 bank	bank, to change, currency, money, cheque, traveller's cheque, to cash, bank account, to borrow, to lend
11.5 police	police, policeman, police-station, thief, to steal, to lose, fine, law
11.6 Hospital, surgery, etc.	see 8.6
11.7 Repairs	to repair, to fasten, button
11.8 garage	garage, breakdown, to help, to work, brake, engine
11.9 petrol station	petrol, petrol station, oil, tyres, to check, standard quantity of petrol, full, empty
12. Places	map, to lose one's way, north (region), north (direction), south (=region), south (= direction), east (=region), east (=direction), west (=region), west (=direction), pint, straight, to turn, left (=position), left (=direction), right (=position), right (=direction), to cross, opposite, next to, to pass, crossing, roundabout, bridge, end, side, road, street, square, path, direction, far, near, distance, to follow, town, hall,
13. Foreign Language	-
13.1 Ability	to speak, to understand, to read, to write, well, a little, not at all, easy, simple, difficult, hard, difficulty, to say, to know, word
13.2 Understanding	to call, to be called, to repeat, slowly, clear, to understand, I beg your pardon, to explain, to mean, meaning, to translate, translation, dictionary
13.3 Correctness	correct, to correct, mistake, incorrect, to pronounce, pronunciation, to spell, spelling, question
14. Weather	cold, hot, pleasant, dry, rainy, climate, weather, fine, bad, mild
14.1 Climates	hot, warm, cool, cold, sun, moon, star, sunshine, rain, snow, ice, wind, storm, thunderstorm, lightning, heat, frost, fog, shade, to rain, snow, freeze, to shine, dark, light, degree, zero, temperature,

g. Teacher's Roles in Teaching Speaking

Teachers play an important role in the class activities. The teaching and learning processes cannot run well without any guidance from the teacher. Harmer (2001: 275) says that teachers need to play different roles during the speaking activities to get students to speak fluently. Here are the roles of teachers in teaching speaking according to Harmer.

1) Prompter

When students have difficulty to say something, do not know what to say, or have troubles with their fluency, teachers can help them by giving discrete suggestions. In giving the suggestions, teachers should be supportive without disturbing the ongoing discussion so that students do not feel frustrated when they face difficulties in expressing their ideas orally.

2) Participant

The teacher also needs to participate in the class, of course, in normal portion and do not become dominant in the class. It can be realized by setting up the classroom activities with enthusiasm and comfortable atmosphere. The teacher can sometimes participate in having a role play or discussion, introducing new information for students, and ensuring students' engagement.

3) Feedback provider

It is necessary to consider the effect of different approaches in giving feedback. When the teacher gives over-correction in the middle of speaking activities, it can impede their communication. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Therefore,

feedback should be given appropriately according to particular situations. For example, after students have completed an activity, it is vital for the teacher to give opinions that allow students to assess what they have done. The teacher needs to give feedback both for the content of the activity and the language used.

h. Teaching Speaking in Junior High School

Based on Model KTSP SMP and MTs, or school based curriculum, English as subject matter for Junior High School is aimed at building language ability and communication skill in spoken and written form to face the development of science and technology in globalization era (Suparman, 2007:13). He adds that there are three fields of English as compulsory subject in Junior High School. They are the discourse ability to integrate four skills (listening, speaking, reading and writing), the ability to comprehend form of procedure, descriptive, recount, narrative, and report and supporting competences such as linguistic competences (grammar, vocabulary, pronunciation), sociocultural competence, strategic competence, and discourse competence.

The school based curriculum is developed by the school based on BSNP which contains eight educational standards. Two of them are the standard content and the standard of graduate competence that become the main reference for each school in developing the curriculum. The standard of content covers teaching materials which consist of the standard of competence and the basic competence. Those are developed based on the guidance of the board of national education standard (BSNP 2006).

The standard of content includes the materials and the competence in a certain type and level of education (the government regulation no. 19/2005 article 5). It also contains of the basic principle and the structure of the curriculum, the standard of competence and the basic competence of every subject in each semester in every type and level of basic and secondary education. Related to the standard of content, in this case, the standard of competence and basic competence which the research focus on are the standard of content in the English lesson, particularly the English speaking lesson at the second grade of the first semester. It is also limited to the scope of expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

i. Characteristics of Junior High School Students

Brown (2001:92) categorizes junior high school students as teenagers. He says that teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also states that teens which are in between childhood and adulthood whose ages range between twelve and eighteen need a special set of considerations in teaching them. Brown adds that teenagers tend to think abstractly as a result of intellectual maturation and be ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. It implies that it is not easy to teach teenagers. The teacher needs to be creative in making a comfortable circumstance so that the students can study the language pleasantly. The teacher also needs to deliver the materials in an interesting way. In addition, it is important to provide students with various activities which can give lots of opportunities to develop their potential. Besides, the teacher needs to consider the

psychological condition of the students for example by increasing their self-confidence, self-esteem, and also motivation.

Furthermore, Harmer (2001:39) states that if teenagers are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. It implies that the teacher should provide activities which can engage and involve students in the activities. It is also important to teach with enthusiasm so that students can enjoy the teaching and learning processes.

3. Communicative Activities

a. Definition of Communicative Activities

Communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings effectively (Littlewood, 2002:16). Harmer (2001:85) also states that communicative activities are typically involving students in real or realistic communication. Below are the characteristics of communicative activities proposed by Harmer (2001:85):

- 1) a desire to communicate, means that students should have a desire to communicate something,
- 2) a communicative purpose, means that students should have a purpose for communicating (e.g. to make a point, to buy an airline ticket, or write a letter to a newspaper),
- 3) content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form,
- 4) variety of language, means that students should use a variety of language rather than just one language structure,
- 5) no teacher intervention, means that the teacher will not intervene to stop the activity, and
- 6) no materials control, means that the materials the teacher relies on will not dictate what specific language forms the students use either.

Harmer, then, defines that communicative activities are those which exhibit the characteristics at the communicative end. Students are somehow involved in

activities that give them both the desire to communicate and a purpose which involves them in varied use of language (2001:51). It means that such activities are important to stimulate the students to communicate.

In line with this, Harmer (2001:85) also states that a key to the enhancement of communicative purpose and the desire to communicate is the information gap. A communication happens to close that gap so that speakers involved in the communication have the same information at the end. Therefore, a teacher needs to create information gap in the classroom activities if he wants to provide a real situation in communication among students.

Based on the explanations above, it can be concluded that communicative activities are classroom activities that involves students in producing, comprehending, or interacting in varied use of the target language to communicate with many purposes. Communicative activities can be conducted in the classroom by placing the students in a situation where they have to perform a task by communicating optimally. The activities can encourage the students to speak in the target language so that they can give positive contributions toward speaking learning processes.

b. Purposes of Communicative Activities

Communicative activities are activities that can involve students in learning to use the target language. Communicative activities can give contributions toward the learning of language. Littelwood (1981:17-18) suggests 4 purposes of communicative activities as follows.

- 1) They provide whole task practice.

Learning a language does not only involve practice in the part skill but also involve practice in the total skill called whole task practice. It means that in foreign language learning, teachers need to provide students with various kinds of communicative activities, structured in order to suit the ability level of learners.

- 2) They improve motivation.

The learners' ultimate objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

- 3) They allow natural learning.

Many aspects of language learning take place through natural processes which operate when a person is involved in using the language for communication. If this is so, communicative activity either inside or outside the classroom is an important part of the total learning process.

- 4) They can create a context which supports learning.

Communicative activities provide opportunities for positive personal relationships to develop among and between learners and teacher. These relationships can create an environment that supports an individual in his efforts to learn.

c. Types of Communicative Activities

Littlewood (2002:20) offers two main categories of communicative activities. They are described as follows.

1) Functional Communication Activities

These activities emphasize on functional aspect of communication, for example, the learners have a problem to be solved or they have information to be exchanged. They are not required to choose a specific language form which is appropriate or grammatically correct because the main purpose of the activity is that the learners should use the language they know in order to get meanings across as effectively as possible. For example a student is asked to respond to suggestions in line with his own likes and dislikes (Littlewood, 2002:11).

Prompt : Shall we go to the cinema?
 Response : Oh no. I don't like going to the cinema.
Or, The cinema? Yes, that's a good idea.

The principle underlying functional communication activity is that students have to overcome an information gap or solve a problem according to the situation structured by the teacher. The nature of the classroom situations limits the range of functional communication needs that can be created for students. It includes sharing and processing information. There are many examples that can be categorized as functional communication activities such as identifying pictures, discovering identical pairs, discovering missing information, and communicating based on pictures.

2) Social Interaction Activities

These activities focus on the ability to take account of the social meaning as well as the functional meaning of different language forms. Thus, it is important for the learners to choose the language which is not only functionally effective, but is also appropriate to the social situation they are in. For example, the learners need to pay attention on to the social context in which the interaction takes place when they

want to use they language. Here, language is not only a functional instrument but also a form of behavior.

Teachers need to help learners in performing language in a meaningful social context of interaction rather than just simply responding to prompts. Because of the limitation the teaching and learning processes, simulation and role-playing are proper to be conducted in the classroom which can create social situations. Here is the example of role-playing controlled through cued dialogues given by Littlewood (2002:14).

Table 2.4. The example of role-playing controlled through cued dialogues by Littlewood (2002:14)

Partner A	Partner B
You meet B in the street. A: Greet B. B: A: Ask B where he is going. B: A: Suggest somewhere to go together. B: A: Accept B's suggestion. B:	You meet A in the street. A: B: Greet A. A: B: say you are going for a walk. A: B: Reject A's suggestion. Make a different suggestion A: B: Express pleasure.

Based on communicative approach, Littlewood (2002:85) also distinguishes two kinds of activities in the classroom, i.e. pre-communicative activities and communicative activities. In pre-communicative activities, learners are taught about the part skills of communication rather than practicing the total skill to be acquired. Learners only require to produce certain language forms in an acceptable way such as learning about grammar and vocabulary, and also practicing pronunciation. The purpose of giving pre-communicative activities is to prepare the learners for later communicative activity by providing them with necessary linguistics forms and the

necessary links between forms and meanings (Littlewood, 2002:16). In the other hand, communicative activities demand the learners to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meanings which can be applied in the form of functional communication activities and social interaction activities (Littlewood, 2002:86).

Klippel (1991:3) also suggests some communicative activities for language teaching. In selecting and developing the activities, he has been guided by several principles i.e. message oriented communication, learner-centered activities, active learning, cooperation and empathy.

The term message-oriented communication is used in the moments in the classroom when the target language serves as a tool for communication, e.g. such real communicative situations as exchanging comments about TV programme. A prime instance of this use is classroom discourse, i.e. getting things done in the lesson (Klippel, 1991:3).

Learner-centered activities are concerned with the learners themselves and their feelings and ideas. They necessarily need to be involved in real communicative situations to be able to express their own opinions and attitudes, especially if they are studying English in a non-speaking-English country. Learners' feelings and ideas are the focal point of the exercises. For learners who are studying English in a non-speaking-English country it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which, above all, they are taken seriously as people. Meaningful activities on a personal level can be a step towards this identification which improves performance and generates

interest. And, of course, talking about something which affects them personally is eminently motivating for students (Klippel, 1991:5).

Klippel (1991:6) also emphasizes learners' active participation in the teaching process - the degree of learner activity – by doing and making in the classroom when students are made to get out of their seats while interviewing each other. Learning is more effective if students are actively involved in the teaching and learning processes. The use of picture in the class, for example, can arouse the curiosity and interest of students. Games can also make students to be active in the class.

It is generally known that a lot of teaching situations are based on fact-oriented stage mostly while foreign language teaching is supposed to lead up to cooperation and empathy, i. e. learners should be urged to be sensitive towards the feelings of others and sharing them. Activities such as jigsaw tasks, for instance, show the learner how necessary the cooperation is (Klippel, 1991: 6).

Klippel proposes 123 activities in total which has grouped under three headings. They are questions and answers, discussion and decision, and stories and scenes. The activities are structured in a similar way. They are interesting and easy to be applied in the classroom. The activities do not constitute a graded program which should be taught step by step. Therefore, teachers can freely choose the suitable exercises for students.

From the explanation above, it seems that communicative activities proposed by Klippel are the most appropriate to be applied in the classroom because the activities are interesting and easy to be applied in the classroom. Besides, the procedures of the activities are not strict so that teachers can modify them based on

educational aims and learners' needs. However, it is also important to give pre-communicative activities for students to prepare them in having communicative activities.

d. Possible Activities to Teach Speaking

Teachers need to conduct various activities in teaching speaking since speaking skills have often been viewed as the most demanding skills in a second or foreign language learning (Bailey and Savage in Celce-Murcia et. al., 1995:103). The activities should be communicative so that students can practice to use the target language as if they are in real communication. In accordance to this, Harmer (2007:75) points out that since foreign language teaching should help students achieve some kind of communicative skills in a foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

1) Pre-Communicative Activities

Pre-communicative activities need to be given before entering the communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides learners with opportunities to practice them separately or called learning the part-skills of communication (Littlewood, 2002:85). The examples of pre-communicative activities are matching, drilling, question and answer practice, pronunciation practice, mentioning words related to a topic, completing a crossword puzzle, completing sentences, grammar exercises, and many others.

2) Communicative Activities

There are many communicative activities that can be used in the classroom which encourage students to be involved in the activities and able to use the language to communicate. They are, for examples, as follows.

a. Questions and Answers

Questions and answers are simply just questioning and answering activities. Klippel (1991:12) divides these activities into several parts such as warming-up activities, interviews, guessing games, jigsaw tasks, and questioning activities. Simple questions and answers activities are often used as warming-up activities. Klippel (1991:12) adds that the purposes of conducting warming-up activities are to get to know each other a little at the beginning and to get students into the right mood before starting on some new project or task.

b. Information Gap Activities

Richards (2006:18) states that an important aspect of communication in CLT is information gap that refers to a real communication in which people normally communicate in order to get information they do not possess. Thornbury (2005, 80-84) also says that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to get the information, the communicators have to communicate. Littlewood (2002:22) labels these activities as functional communication activities that emphasize sharing the information among learners and its processing. The examples of information gap activities are exchanging personal information, discovering missing information, identifying differences on pictures, role-plays, and so on.

c. Games

A game is an enjoyable activity with a set of rules or terms against each other (Hadfield, 2005:20). Games can be suitable to help students in mastering the language as well as relaxed in learning the language. There are many games that can be used in speaking class such as spelling games, search games, matching games, etc.

d. Conversations

Dornyei and Thurrell (1992:22) explains that conversation is an activity which provides a content for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of social interaction such as introducing new topics and taking turns. This activity can give more chances for students to express their own personality and experiences in the target language.

e. Telling Stories

The aim of these activities is to get students to produce longer connected text so students can develop imagination and some skill in the foreign language (Klippel, 1991:130). The activities can be in the forms of chain stories, picture stories, keep talking about a topic, and others.

4. Assessing Speaking

Assessment is an important aspect in language learning. Assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offers a comment, the teacher can make an assessment of student performance (Brown, 2004:4), for example by giving feedback. Teachers can know the improvements of their students through assessment. Assessment can be used to see whether students have achieved the goals of learning.

Brown (2004:141) proposed the assessment of speaking based on its type of speaking. There are five types of speaking classroom performances as follows.

a. Imitative

This type of speaking performance demands learners simply to imitate, words, phrases, or even sentences. Commonly, it is called as pronunciation. The assessment can be in the form of a repetition task. Test takers repeat the stimulus, whether it is a pair of words, a sentence or perhaps a question to test for intonation prediction.

b. Intensive

The assessment of intensive speaking performance includes the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading dialogue with partner in turn, sentence and dialogue completion (test takers are first given an omitted dialogue and give them time to think about appropriate lines to fill in) , limited picture-cued tasks including simple sequences (test takers are given a picture stimulus that are require a description), and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments and the like. It usually uses a spoken prompt as

the stimulus. The assessment can be in the forms of questions and answers, giving instructions and directions, and paraphrasing.

d. Interactive

The difference between interactive and responsive speaking performance is the length and complexity of the interaction, which sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information and interpersonal dialogue which aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversations, and games.

e. Extensive (Monologue)

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse usually in the form of various monologues with minimal verbal interaction. The assessment can be done through speeches, oral presentations, and story-telling

Based on the explanation above, before assessing speaking, the teacher needs to prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. Furthermore, the assessment used is based on its type of speaking performance itself as mentioned above. Through those conditions, it is expected that students can speak fluently and accurately and students' achievements in speaking can be assessed optimally as well.

B. Conceptual Framework

English is one of the compulsory subjects for Junior High School students as mentioned in the government rules No. 19/ 2005 articles 6 verse 1 about the scope of subjects in every level of education in the curriculum. According to the current

curriculum, the School-based Curriculum, or officially called as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the purpose of teaching and learning processes of English in Junior High School is to develop students' communicative competence, both in oral and written forms. SMP N 2 Depok is one of the schools in Sleman which employs this curriculum. However, based on the background and the identification of the problems, the students still found some problems in the English class. One of the problems is the low mastery of speaking skills, whereas speaking is one of the skills that should be mastered by the students. For developing speaking skills, English teachers need to enhance communicative competence of their students consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Murcia et.al., 1995:10). They need to provide students with a lot of opportunities for students to learn to use the target language for example by conducting various activities such as games, role plays, conversations and many others. Therefore, later students are expected to be able to speak in English fluently and accurately.

Communicative activities are suitable to be conducted in speaking class to improve students' speaking skills. First, we need to notice the definition of speaking skills which are skills in expressing oneself about what is in the mind and in the heart in a communicative situation. The situation can be said to be communicative if there is a gap between the speaker and the listener. Thus, communicative activities will be suitable to improve students' speaking skills because those activities provide gaps between the speaker and the listener. Besides, the activities encourage students in producing, comprehending, or interacting in various use of the target language to

communicate with many purposes. It means that students can practice using English to communicate during speaking class through these activities. Communicative activities can be in the forms of information gap activities, games, role plays, conversations, and so on. These kinds of activities are believed to be alternative ways to develop students' speaking skills.

Efforts to improve students' speaking skills can be made through action research. The research participants including the principal, the English teacher, and I need to do collaborative work to reach the success of the research. There are five steps in conducting the action research. The first step is identifying the problems in the English teaching and learning processes at grade VIII of SMP N 2 Depok, the second step is planning the feasible actions to be carried out, the third step is implementing the planned actions, and the last one is evaluating the result of the implemented actions. The research activities will be stopped when students' speaking skills at grade VIII of SMP N 2 Depok can be improved through communicative activities.

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research method of the study. This is presented in six headings including the research setting, the research design, the research data collection, the validity and reliability of the data, and the research procedures. The description of each heading is presented as follows.

A. Research Setting

This action research study was conducted in SMP N 2 Depok which is located at Jalan Dahlia, Perumnas Condongcatur, Depok, Sleman, Yogyakarta. There are 430 students in total consisting of 198 male students and 232 female students. The quality of the students is quite good proved by the achievement in the last three years especially in non academic field such as in national basketball national swimming competitions regional basketball competitions. The school is supported by the teachers who are competent in their fields. It has 37 certified teachers and 6 non-certified teachers. The teachers are divided into 17 male teachers and 26 female teachers. Most of them had passed the undergraduate program. The school also employs 14 administration staffs, a librarian, a laboratory assistant, and a janitor. Related to English teaching and learning processes, there are 3 English teachers. Each grade is taught by one English teacher.

SMP N 2 Depok is a medium school in size with each grade consisting of four classrooms. It has a headmaster office, a vice headmaster office, a teachers' office, an administration office, a meeting room, a consultation room, a secretariat room, a students' association office, a hall, a library, a language laboratory, a science

laboratory, a computer laboratory, a *batik* room, an automotive room, a *PKK* room, a health center, a mosque, a religion room, a kitchen, a canteen, a students' cooperation, a storehouse, some toilets, and a parking area. There is also a large schoolyard in the middle of the school buildings that becomes a basketball and volleyball courts. It can also be used to have a flag ceremony and do physical exercises.

This research was carried out in class VIII C in the first semester in the academic year of 2012/2013. The class consisted of 35 students. According to the National Education Ministerial Regulations No. 41/2007, a classroom in a Junior High School should consist of 32 students. Therefore, class VIII C was slightly not ideal in term of the number of the students. The English teaching and learning processes in this class were held 6x40 minutes in a week. The class was taught by a female teacher graduated from a university in Yogyakarta. She used a coursebook entitled "*Let's Talk Grade VIII for Junior High School*" and an *LKS* entitled "*Bahasa Inggris Cerah Kelas VIII*" in teaching and learning processes. She also obligated the students to bring a dictionary in the class.

The classroom of Grade VIII C was quite large. It was supported by some equipment such as a white board and an LCD. The teacher could also borrow a laptop, room speakers, or tape recorder in the storehouse to support the teaching and learning processes. There were a picture of the president, vice president, and Indonesian heroes on the wall. The chairs in VIII C class were arranged neatly facing the whiteboard and the teacher's desk. However, the students seemed to be inconvenient regarding the seating arrangement because it was difficult for them to

have discussions with other students. Moreover, the facilities were not optimally used in the learning activities.

The description of the rooms in the school is shown in the map below.

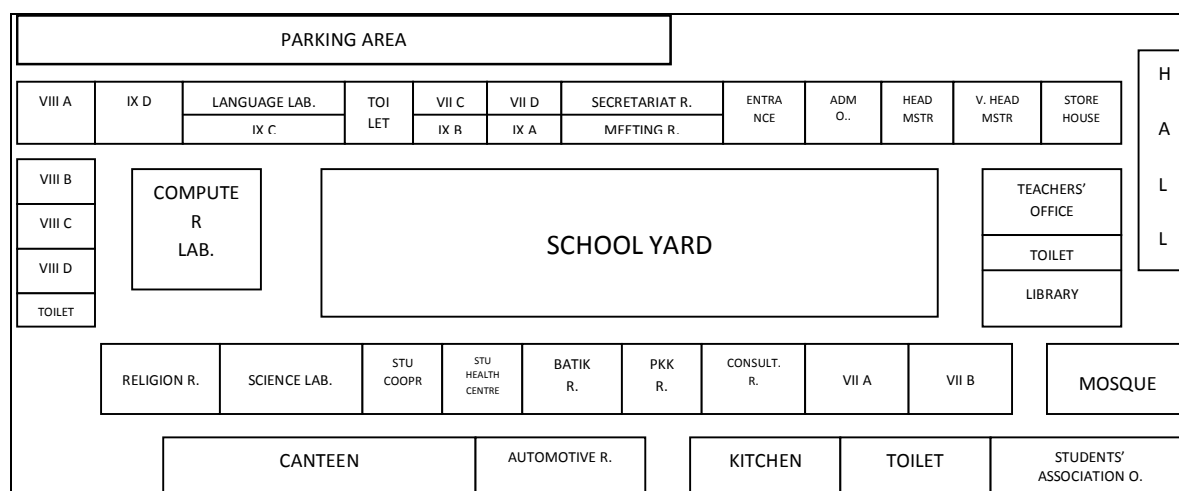


Figure 3.1. The Map of SMP N 2 Depok

B. Research Design

This action research study was aimed at improving students' speaking skills through communicative activities at grade VIII of SMP N 2 Depok. It attempted to find the solution of the problems. It tried to find and implement actual actions in improving a condition by showing the cause-effect relationship between the actions and the results.

Action research is a specific type of applied research. Burns (1999:10) defines action research as the application of fact finding to practical problem solving in social situation involving the collaboration of researcher, practitioners, a laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. In addition, Burns (1999:30) also proposes the characteristics of action research as follows.

1. Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
2. It is evaluate and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

The explanations above assume that action research is a type of research that aims at improving unsatisfying condition of the teaching and learning processes. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It is also emphasizes on the participatory and collaborative nature to empower the process in conducting action research.

In this research, collaborative actions were implemented. I conducted this research collaboratively with the school principal, the English teacher, the observer, and the students of grade VIII C of SMP N 2 Depok. The teams collaborated and worked together in planning, implementing, and reflecting the action. This action research study was conducted through some processes: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action. These action research cycles could be seen in the illustration bellow.

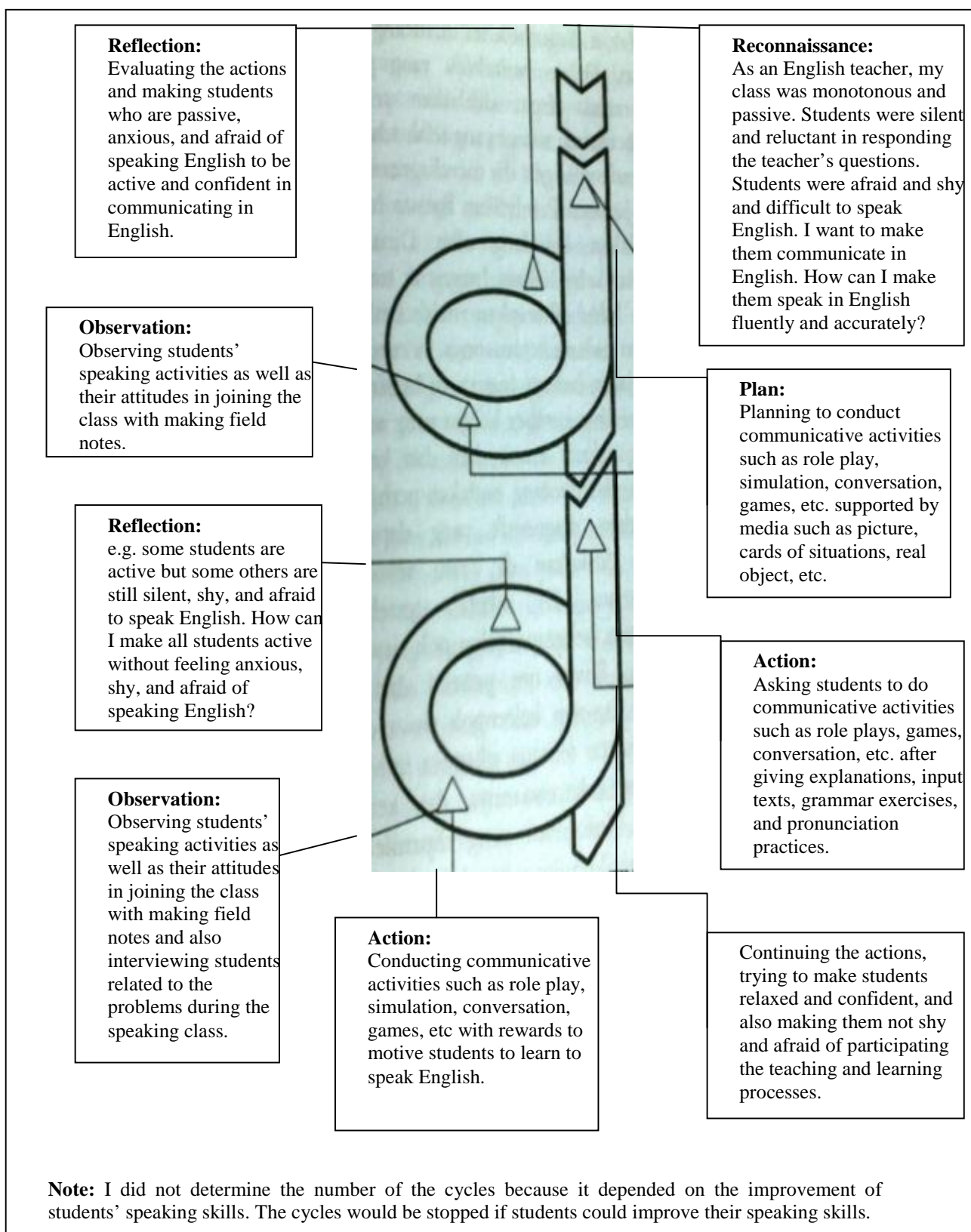


Figure 3.2. Action research cycles modified from Burns (1999:33) in Madya (2009:67)

C. Research Data Collection

The data collected were qualitative in nature. The data needed in this research study were about feelings, opinions, expectations, and suggestions of the research participants as well as the students related to speaking skills. The instruments of the research study were observation sheets, interview sheets, a recorder, and a camera. The sources of the data were taken from the research participants and the students in the form of field notes, vignettes, interview transcripts, and also photographs.

The data related to students' speaking skills were obtained by conducting classroom observations, interviews and also taking photographs. The data were gathered at class VIII C of SMP N 2 Depok. The data collections were described as follows.

1. Observations

The observations were conducted by the collaborators in every meeting in cycle I on September 18, 19, and 20, 2012 and cycle II on October 9, 10, and 11, 2012. It was done to observe the teaching and learning processes in class VIII C. The collaborators observed and then recorded the observations in the form of field notes during the implementation of the actions.

2. Interviews

Interviews were conducted during the implementation of the actions. The collaborators and the students of VIII C were interviewed related to the effectiveness of communicative activities applied in speaking class after every meeting of cycle I and cycle II. The interviews were recorded in the form of interview transcripts.

3. Taking Photographs

Photographs related to the teaching and learning processes were also taken during the implementation of the actions by the collaborators. The collaborators took many photographs during the actions. However, the collaborators and I only selected some clear photographs to be attached on the appendix. The photographs were used as evidence about what happened during the actions.

4. Making Journals

The journals consisted of teaching journals and also learning journals. The teaching journals was in the form of reflections from me as the teacher related to my way of teaching, the situation of the class, the activities that had been of conducted, the participation of the students etc. The learning journals were filled by students by giving comments related to the activities whether those were interesting or not, difficult or not, and other feelings related to teaching and learning processes in written form. The journals were completed at the end of every meeting in cycle I and cycle II.

D. Validity and Reliability of the Data

Validity is an essential aspect for evaluating the quality and acceptability of the research (Burns, 1999:160). The five validity criteria proposed by Burns (1999:161) were employed to validate the data. They were democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

1. Democratic Validity

It relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices (Burns, 1999:161). It means that all participants of the research can give their perspectives related to the research.

This research was an action research which aims at improving students' speaking skills at grade VIII of SMP N 2 Depok through communicative activities. Democratic validity could be seen in every steps of the research study from the beginning. I, together with the research participants, worked collaboratively to find the problems to be overcome and found the actions that were implemented to improve students' speaking skills. In addition, all participants of this research were given ample opportunities to give their ideas, opinions, feelings, comments or suggestions related to the research study. In this case, the collaborators and I observed the teaching and learning processes and analyzed the problems occurred. Then we held discussions to formulate the problem to be solved in teaching and learning processes and plan the actions that were implemented which were suitable for students' needs. A reflection of the actions was conducted at the end of every meeting and every cycle. In this case, the collaborators and I discussed the actions which were successful or not and revised the plans. All research participants also shared their opinions, suggestions, and feelings related to the actions that had been conducted.

2. Outcome Validity

Outcome validity is related to the actions that lead to the results that are successful within the research context. This validity depends on the validity of the research process of conducting the research (Burns, 1999:162).

In this case, the new questions were formulated related to the new problems found in the class when the main problem of the research study was tried to be solved. The actions were done after making the reflection in the end of every meeting. Besides, the indicators which showed the improvements of students' speaking skills in teaching and learning processes were important to be considered to fulfill the outcome validity. Those indicators were presented as follows.

- a. Students could use the language functions which were asking for, giving, and refusing goods/services; inviting, accepting, and rejecting an invitation for communication with intelligible pronunciation.
- b. Students could use those language functions with intelligible grammar.
- c. Students could master stress, rhythm, and intonation patterns of those language functions.
- d. Students could respond the teacher's questions orally.
- e. Students got more opportunities to use the language.
- f. Students were active in joining the class.
- g. Students were confident to speak English.
- h. Students were accustomed to classroom English.

3. Process Validity

Burns (1999:162) states that process validity raises questions about the dependability and competency of the research. It is done to ensure that the actions of this research are believable and the actions are done as planned.

In this part, I maintained the actions so that those actions could really make students comprehend certain expressions in English, know how to arrange the correct

expressions in English, and communicate in English to each other. I considered the indicators which showed the improvements of students' speaking skills as mentioned in outcome validity whether students could reach those indicators or not. If the indicators were still not fully reached, for example, some students were still passive in joining the class. In this case, the collaborators and I discussed the cause of the problem and tried to solve it so that students could be more active in teaching and learning processes. We also made the reflection related to the changes of students' speaking skills and also my changes in teaching the students or facilitating the students to learn the language after conducting the first cycle and the second cycle. In addition, to get the process validity, we made field notes and took photographs during the actions, as well as writing journals and interviewing students after conducting the actions. The research participants were objective in collecting the data.

4. Catalytic Validity

It relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within it (Burns, 1999:162). In this validity, it is important to get the participants' responses to the changes occurring to themselves.

To fulfill this validity, I allowed each person involved in this research study to learn and gain more insights from the research processes. I encouraged all research participants to express their opinions about the changes we had experienced. Take, for examples, as a teacher, I felt that I could improve my ability to use appropriate techniques to teach students; I could fully understand the roles of teacher in the class such as facilitator, helper, feedback provider, and motivator; I could realize that

developing students' positive attitudes toward teaching and learning processes were important to reach the successful learning. I also asked students for sharing their improvements after doing the actions and their problems related to learning processes. This validity was done procedurally starting from reconnaissance, plans, actions and observations, and also reflections.

5. Dialogic Validity

It parallels the processes of peer review which are commonly used in the academic research (Burns, 1999:162). It is done to monitor the goodness of the research by peer review that commonly done through dialogue with all research team participants.

In dialogic validity, I involved one of English teachers in SMP N 2 Depok and my partner as the collaborators to ask for critics and suggestions. Besides, I also involved all the participants to discuss everything related the research study. In this case, the collaborators and I discussed our points of views, opinions, ideas, or comments related to the research study so that we had corrections to what we had argued to prevent subjectivity. I also allowed the collaborators to check the data that had been collected.

Triangulation was also applied to validate the findings because triangulation serves to clarify meaning by identifying different ways to phenomenon being seen (Denzim and Lincoln, 1994:1). Triangulation is considered as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation on interpretation (Denzim and Lincoln, 1994:24).

Burns (1999:164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. Nevertheless, only time triangulation and investigator triangulation were used to validate the data in this research. They were as follows.

1. Time Triangulation

Data were collected in a period of time to know the factors which were involved in change processes. Therefore, the action research was conducted in some cycles to prove that the data were believable. In this part, the collaborators and I collected the data related to students' speaking skills in some cycles to make sure that the data were valid. The data collected were compared to formulate research questions and the treatment used to improve students' speaking skills. Then, the changes related to the improvement of students' speaking skills through communicative activities were monitored in every cycle.

2. Investigator Triangulation

Investigator triangulation involved more than one observer used in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The data were related to the teaching and learning processes especially the implementation of communicative activities to improve students' speaking skills.

In this case, the collaborators and I collected the same data about teaching and learning processes related to my way in presenting materials, students' attitudes in the class, class atmosphere, etc. The results were recorded into field notes. Then we crosschecked our data to see the fitness of the data.

E. Research Procedures

This action research was conducted in some cycles depending on the students' improvements in speaking skills. There were some procedures that must be followed for each cycle. This research used the procedures modified from Burns (1999:33) in Madya (2009:67). These procedures were described as follows.

1. Determining the Thematic Concern (Reconnaissance)

In this procedure, I identified the problems based on the observation and interviews. I then described the problems and discussed with all research participants to choose the problems that needed to be overcome.

To find out the situation of the teaching and learning processes in Grade VIII of SMP N 2 Depok, I did reconnaissance step through observation and interviews. The classroom observation was conducted on VIII C class on Tuesday, February 7 2012. I also interviewed the students of VII C and also the English teacher. I also held a discussion with the research participants related to the existing problems.

Based on the observation and interviews, the research participants identified the existing problems which were necessary to be solved collaboratively. The research participants then determined the feasible problems to be solved.

2. Planning

After finding the problems, all research participants discussed to find possible actions that could be implemented to overcome the problems. Then a lot of plans that had been agreed by all research participants were made. Next, I formulated the plans of the actions that were implemented. The formulation of the plans consisted of the

framework of the actions, the materials that were given in the action and the lesson plans that were consulted with the collaborators.

3. Actions and Observations

This research was agreed to be conducted in two cycles after seeing the improvements of students' speaking skills. The actions of the first cycle were conducted in three meetings on September 18, 19, and 20, 2012. After reflecting the actions of the first cycle, the collaborators and I agreed to implement the second cycle. The actions of the second cycle were also conducted in three meetings on October 9, 10, and 11, 2012. The language functions taught in each cycle were based on the standard competence and basic competence. The schedules of the actions were presented in the following table.

Table 3.1. Schedules of the Actions

No.	Cycle	Day, Date	Time	Language functions
1.	I	Tuesday, September 18, 2012	09.55 –11.15	Asking for, giving, and refusing goods/services at school
2.	I	Wednesday, September 19, 2012	11.30 – 12.40	Asking for, giving, and refusing goods/services at home
3.	I	Thursday, September 20, 2012	09.55 –11.15	Asking for, giving, and refusing goods/services at the restaurant
4	II	Tuesday, October 9, 2012	09.55 –11.15	Inviting someone, accepting, and refusing an invitation to formal occasions
5.	II	Wednesday, October 10, 2012	11.30 – 12.40	Inviting someone, accepting, and refusing an invitation to informal occasions at home
6.	II	Thursday, October 11, 2012	09.55 –11.15	Inviting someone, accepting, and refusing an invitation to events in extracurricular activities

In this action research study, I acted as the English teacher to implement the actions. I worked collaboratively with the research participants to observe and record the actions during the teaching and learning processes focused on the students' speaking skills. In this case, the collaborators observed the teaching and learning processes related to my way in presenting materials, students' attitudes in the class, class atmosphere, etc.

4. Reflections

In this procedure, I gathered the data about the students' and collaborators' responds toward the actions. Next, I discussed the actions with the collaborators and determine the successful and unsuccessful actions. Based on the field notes taken from the observations and the interview transcripts, we discussed the implemented actions and analyze the result. The discussion results were used to improve the next actions. When the action was successful, I continued the action to the next plan. On the other hand, when the action was failed, I recycled the action with some reorganization. The research cycles were stopped when all participants of the research study were satisfied with the improvements of students' speaking skills at grade VIII of SMP N 2 Depok.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the following sections: reconnaissance, reports of cycle I, and reports of cycle II. Reconnaissance reviews the identification of the field problems and the identification of the field problems to solve. The next section presents the planning, actions and observations, and also reflections of cycle I. The last section reports the planning, actions and observations, and also reflections of cycle II.

A. Reconnaissance

At the beginning of this study, I did some activities to determine the field problems in the teaching and learning processes. First, I observed the teaching and learning processes of class VIII C at SMP N 2 Depok. Second, I also interviewed the English teacher of SMP N 2 Depok and the students of VIII C to find the problems during the teaching and learning processes. Then, I discussed further the problems with the English teacher as the first collaborator and my peer as the second collaborator.

1. Identification of the Field Problems

I conducted an observation and interviews to identify the problems. The observation of the classroom was on Tuesday, February 7, 2012 and the interviews were on Thursday, February 16, 2012. The observation was on class VIII C that consisted of 35 students. The observation can be seen in the vignette on page 2-3 in chapter I. Next, I interviewed the students to find out their understanding of the

lesson, their motivation to learn, the teacher's way in delivering the materials, the tasks that they usually got, and so on. I interviewed the students informally so that it was more like a chit chat in the rest time. I also held a discussion with the English teacher related to the teaching and learning processes. I asked the teacher about several things such as her difficulties in teaching English especially in teaching speaking, the sources of the materials, the media used, the students' attitudes in joining the English lesson, the classroom management, and so on. I usually interviewed the teacher when she had a free time in teachers' office.

Based on the observation, interviews, and discussions, the collaborators and I identified several problems in the teaching and learning processes. The problems are presented in the table below.

Table. 4.1. The Field Problems in the Teaching and Learning Processes of VIII C at SMP N 2 Depok

No.	Field Problems	Sources of Problems
1.	Students were passive in joining the teaching and learning processes.	S
2.	Students were silent during the teaching and learning processes.	S
3.	Students were not really attentive toward the teaching and learning process.	S
4.	Students were looked reluctant in responding to the teacher's questions.	S
5.	Students were shy in speaking English.	S
6.	Students were afraid of making mistakes.	S
7.	Students seemed to be uninterested in joining the class activities.	S
8.	Students seemed to be less motivated to speak in English.	S
9.	The teacher did not tell the objectives of the teaching and learning processes.	T
10.	The teacher did not arrange the activities well.	T
11.	The teacher did not give a clear guidance in accomplishing the tasks.	T
12.	The activities conducted by the teacher were monotonous.	T
13.	The activities conducted by the teacher did not really encourage the students to learn to speak in English.	T
14.	The teacher found difficulties in managing the classroom in teaching speaking.	T
15.	The materials given were only relied on a coursebook and an LKS.	Ma
16.	The materials given by the teacher were not interesting so that students can easily get bored.	Ma
17.	Students mispronounced some words and sentences.	Ma
18.	Students had low vocabulary mastery.	Ma
19.	There was not any media to support the teaching and learning processes.	Md

Notes: S: students

T: teacher

Ma: materials

Md: Media

2. Identification of the Field Problems to Solve

After identifying the field problems, the collaborators and I held a discussion to determine the problems to solve. At first, I listed the problems that we had identified. Then I showed the list to my collaborators. After having the discussion we agreed to solve several problems. The problems were classified based on the sources of the problems.

After determining the field problems to solve, the discussion was continued to analyze the main causes. It is important to recognize the obstacles and weaknesses related to the field problems. The first collaborator confirmed that she had some problems that caused the teaching and learning processes did not run effectively. We agreed to conclude some causes of the problems to solve.

Based on the discussion with the collaborators, we concluded that the main cause of the problems was the teacher. The activities conducted by the teacher were not varied and very monotonous. The teacher was not creative either in varying and creating the tasks because she only relied the materials from a coursebook and an LKS. She never used media to support the teaching and learning processes. Those problems caused some possible results. The students were passive and silent in joining the teaching and learning processes. They could easily get bored toward the lesson. The teacher gave less opportunities to students to learn to speak in English and the teaching and learning processes tended to be teacher-centered. Therefore, the students seemed to be less motivated to speak in English and they seemed reluctant in responding to the teacher's questions. The teacher did not give clear guidance in accomplishing the tasks. She rarely explained the instructions of certain tasks which

resulted in causing confusion among students in doing the tasks. The next problem was the teacher made the lesson plans to help her teaching although she never followed the lesson plans in teaching and learning processes and just taught based on the coursebook and LKS. Thus, the teaching and learning processes did not run effectively. In addition, the teacher seldom gave activities to practice students' pronunciation and the feedback on students' pronunciation were rarely given. Thus, the students still mispronounced some words and sentences. Furthermore, they were also afraid of making mistakes in speaking in English and were laughed at by their friends.

After analyzing the causes of the problems, we continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is students-centered approach. To solve those problems, we would start with the teacher. Starting to change the teacher's ways of teaching was the first effort to solve the problems. So we agreed to use various activities to stimulate students to be confident, interested, and excited in learning to use the language. We also agreed to use some media and also materials from many sources that were suitable with the curriculum and students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. If the teacher created a good atmosphere and used various media and materials during the teaching and learning processes, the students would be active, attentive, responsive, and confident in speaking in English.

B. Reports of Cycle I

1. Planning

After determining the field problems to solve, the collaborators and I began to plan the actions to solve the problems. The actions were focused on improving students' speaking skills through communicative activities. The designed actions were expected to make the following situations.

- a. Students could be active in joining the class activities.
- b. Students would be confident to speak in English.
- c. Students would not be afraid of making mistakes.
- d. Students would have more opportunities to learn to speak in English.
- e. Materials and activities would be more varied.
- f. Students could improve their vocabulary mastery.
- g. Students could pronounce the words and sentences correctly.

Based on the discussion with the collaborators in a democratic and dialogic atmosphere on September 5, 2012, some actions would be implemented in cycle I. The action plans of cycle I are presented as follows.

a. Using Classroom English in Teaching and Learning Processes

Based on the discussion, the collaborators and I agreed to use classroom English or English routines during the teaching and learning processes. It was aimed at making students familiar with English words and sentences and improving students' English classroom production. Some English expressions would be used during the actions such as greetings and asking students, giving instructions, explain the materials, giving feedback, and also ending the lesson. However, if the students

found it difficult to understand when I spoke English all the time, I would translate it into Indonesian.

b. Communicating the Objectives of the Lessons to the Students

At the beginning of the lesson, I would direct the students toward the lesson through interaction. I would show them some pictures and give some question related to the picture. Then, I would communicate the objectives of the lesson so that students would know what they were going to learn. Besides, they would also be more motivated if they knew the purposes of their learning.

c. Conducting Pre-Communicative Activities

Before entering communicative activities, I would prepare the students by conducting pre-communicative activities. The pre-communicative activities would be focused on comprehension and language. The comprehension-focused activities such as presentation of the input text and also comprehension tasks would allow students to comprehend expressions used in real life situation. The language-focused activities such as pronunciation practices and grammar exercises would allow students to practice their pronunciation and use the language functions accurately. In conducting the activities, the classroom setting would be individuals, pairs, or groups depending on the activities.

d. Conducting Communicative Activities

During cycle 1, communicative activities would be conducted through variety of information gap activities such as 'helping my classmate activity', 'giving me a

favour activity', and 'serving the customers activity'. Below are the procedures for each activity.

'Helping my classmate activity':

- 1) Ask students to work in pairs.
- 2) Ask each pair to take a pair of situation.
- 3) Ask each pair to exchange goods/services in the class based on the situation cards they got using expressions of asking for, giving, and refusing goods/services in the class.
- 4) Invite students to present the conversations to the class when all pairs were ready.

'Giving me a favour activity':

- 1) Divide the class into 2 groups.
- 2) Give a set of pictures to each group.
- 3) Each student of each group would get one of the pictures.
- 4) Ask the students who got picture with this (?) mark to ask for a favour based on the picture. Ask the other students who got this (✓) mark to give/reject to give a favour according to the picture they had. Ask the students who got picture with this (?) to find one friend in his/her group who could give him/her a favour and regard him/her as partners.
- 5) After each student had found their partners, set the class into group of six.
- 6) Ask the members of the group to exchange the picture cards they had randomly.
- 7) Ask each group to exchange goods/services based on the picture cards they get.
- 8) Give them an example to make them do the task easily.

‘Serving the customers activity’:

- 1) Place students in groups of 4.
- 2) Give 3 menu cards and one order book to each group.
- 3) Ask each group to imagine that three of them were customers of the fast food restaurant and one of them was the waiter/waitress.
- 4) Ask them to exchange goods/services by using expressions of asking for, giving, and refusing goods/services of in the fast food restaurant.
- 5) Tell them that each customer had to order the foods and drinks with the tick (✓) marks on the menu cards, then the waiter/waitress had to write down the orders on the order book.
- 6) When all groups were ready, ask them to present their conversations to the class.

e. Giving Feedback for Students’ Pronunciation.

I would give feedback for students in every meeting in cycle I. The feedback would be given during the lessons covering the opening, main, and closing activities. The feedback would be focused on fluency as well as accuracy.

f. Giving Students a Handout for Daily Materials

I would give each student a handout for daily materials in every meeting in cycle I. It was aimed at making students understand the instructions and doing the class activities easily. The handout would consist of some tasks and materials that they were going to learn.

g. Asking Students to Bring a Dictionary

I would ask each student to bring a dictionary in every meeting. I would make sure that, at least, each desk had a dictionary. By applying this, I hope it could help students in learning English. Besides, when students did not know the meaning of a certain word or found difficulties in pronouncing a certain word, they could directly consult their dictionaries.

h. Using Media in Teaching and Learning Processes

During cycle I, I would use some media to make the teaching and learning processes more understandable. Besides, the media could make the lessons more interesting. There are some media that I would use in cycle I. They were pictures, a recorded dialogue, words search puzzles, cards of situations, sheets, picture cards, menu cards, and order book cards.

2. Actions and Observations

The actions which were focused on implementing communicative activities to improve students speaking skills were conducted in three meetings on September 18th, 19th, and 20th 2012. The materials of cycle I are the expressions of asking for, giving, and refusing goods/services. When I implemented the actions, the collaborators took notes in the back of the class to observe the teaching learning processes and also took some photographs related the teaching learning processes. The collaborators and I collect the data of cycle I through classroom observations and interviews. The results of cycle I were presented below.

a. Using Classroom English in Teaching and Learning Processes

Before conducting the actions, the English teacher was not accustomed to use English routines in the class so that the students were not exposed to produce English. They tended to be silent during the teaching and learning processes. However, in these actions, I used classroom English to make students familiarize with English words and sentences as well as improve their classroom English production. As planned, I used the classroom English in every meeting during cycle I. I used English to greet and ask the students, give instructions, explain the materials, give feedback, and also to end the lesson.

There was a process of improving students' classroom English in terms of their responsiveness. The improvement was achieved gradually from one meeting to the next two meetings during cycle II. At first, the use of classroom English was still minimum because the students were not accustomed to use English all the time. So I needed to use Indonesian translation during the activities. Their responsiveness to the classroom English was still low. Most of them were still shy to respond to my questions. They preferred to say in Indonesian when I asked them questions. I still needed to point some students to respond to my questions. They also seemed to hesitate in speaking in English. Later in the next two meetings, the students' responsiveness toward the classroom English was better than before. The students were not afraid to express their minds and encouraged to produce the language. It might be because I used more interesting media and I spoke louder to them. Although I still needed to use Indonesian translation, the students seemed to be more encouraged to respond to my questions in English. It could be seen that they were

confident to ask me “*Kalau bahasa Inggrisnya bisakah kamu membantuku membersihkan ruangan ini gimana Miss?*” (‘How do we say, “can you help me to clean this room”, in English Miss?’) then I said “Can you help me to clean this room?” Their responsiveness to the classroom English was better from one meeting during one meeting and the next meetings during cycle I. It could be seen that they responded to my simple questions enthusiastically and were motivated to produce the language. From one meeting to another meeting, the students seemed to improve their confidence to speak in English by saying word by word, and later phrase by phrase and finally half of the students could respond to my questions in full simple sentences. Take, for examples, they could say “May I borrow your book?” “Can you clean the whiteboard?” “Of course,” “I’m sorry, I can’t”, and many other simple expressions fluently and accurately. They were still a little bit confused about other construction to ask for goods/services such as “Would you mind borrowing me the broom?” and “Can you help me to tidy up the bedroom?” Dealing with this problem, I usually gave some more examples to make the students understand the structure of those sentences. In addition to that there was an improvement of the class atmosphere. At first, the students were still noisy and were not really attentive when I greeted them. They tended to be busy with themselves. But later, the atmosphere of the class was more conducive. The students had more concentration toward the lesson and did not make disturbing noise in the class. The complete description of each meeting in cycle I could be seen on vignettes 2, 3, and 4 on the appendix.

Based on the informal interviews after the actions, the students confirmed that the use of classroom English was important. They said that if they had to use English

all the time without translation, they were still a little bit confused. The following interview transcript also describes students' feelings toward classroom English.

R: Kalau menggunakan bahasa Inggris selama pelajaran, kamu paham nggak? ('If we use English routines during the teaching and learning processes, do you understand?')

S12: Lumayan paham, tapi saya lebih suka kalau bahasanya campur aduk. ('I quite understand, but I prefer if you mix English with Indonesian translation.')

S25: Kalau aku nggak paham. Pakai bahasa Indonesia aja biar gampang. ('I do not understand. I think using Indonesian translation is easier.')

S11: Kalau aku sedikit sedikit paham. ('I understand a little.')

(Interview transcript, September 19, 2012)

b. Communicating the Objectives of the Lessons to the Students

As I stated before, I communicated the objectives of the lesson in every meeting in cycle I through interaction so that students knew what they were going to learn. It was very different with the English teacher because she was not used to communicate the objectives of the lessons to the students. She just directly asked the students to do the tasks so that they did not seem to be ready and motivated to join the activities. It made the students confused to accomplish the tasks. In cycle I, before stating the objectives of the lessons, I used to ask students some questions based on pictures to lead to the topic. In every meeting of cycle I, I always communicated the objective of the lesson, for example, in the first meeting in cycle I, at first I showed the students a picture of two students, a boy and a girl in a library. The girl was lending a book to the boy. Then I asked students some questions orally such as "What does the girl give to the boy?" "What does the boy probably say to borrow the book from the girl?" "What is probably the girl's response?" Then, I said "Today we are going to learn the expressions of asking for, giving, and refusing goods or services at school."

At first, most students did not pay attention when I communicated the objectives of the lesson. They did not realize that it was important. In the next two meetings, most students paid attention to the objective of the lesson so that they knew what they were going to learn. Therefore, they became more motivated to learn after knowing the objectives of the lessons. They said that knowing the objective of the lessons is important. Generally, it was effective to motivate students to learn as well as to deepen students' understanding of the lesson. It could be seen from the following transcript.

- R: Kalau tujuan pembelajarannya disampaikan terlebih dahulu apakah bisa membantumu dalam memahami pelajaran? ('If I tell you the objective of the lesson, can it help you to understand the lesson?')
- S1: Iya banget Miss. Kan jadi tau apa yang mau dipelajari. ('Definitely, yes. So we know what we are going to learn.')
- R: Kalau tau tujuan pembelajarannya apakah kamu jadi lebih termotivasi untuk belajar? ('If you know what you are going to learn, will you be more motivated to learn?')
- S2: Iya, jadi lebih semangat buat belajar. ('Sure, we are more eager to learn.')
- (Interview transcript, September 18, 2012)

c. Conducting Pre-Communicative

During cycle I, I conducted pre-communicative activities before entering the communicative activities. The pre-communicative activities were focused on comprehension and language. I conducted some comprehension-focused activities to make students aware of the use of some expressions in daily life. These activities were to let students know how to pronounce the words or sentences correctly and how to manipulate sentences or how to construct grammatical sentences.

In conducting comprehension-focused activity, I gave students an input text in each meeting with different topic for every meeting in the forms of written and recording dialogues as the input texts. The input texts in the three meetings in cycle I

were understandable for the students. At first only few students were active in joining the comprehension-focused activities because of their laziness to read. However, later the students could improve their involvement in asking and answering the questions. I also varied the input text in the form of recording dialogue and the students were really interested in doing this activity. By giving the input texts followed by comprehension questions, the students could understand the use of the language functions based on the contexts.

I divided the language-focused activities into two actions. They were giving intensive drilling on students' pronunciation and teaching grammar in context. The actions were described in the following paragraphs.

Giving intensive drilling on students' pronunciation aimed at making students know how to pronounce the words or sentences correctly. When I gave drilling on students' pronunciation of words and sentences, the students were enthusiastic to repeat after me. However, they did not pay attention on the word stress and intonation so that they tended to make mistakes. Take, for example, they pronounced the word 'activity' without any word stress and some other words. I instructed them to pay attention on the word stress and wrote the phonetic transcription of the words. It gave positive impact to the students. It could be seen that in the next meetings in cycle I, the students could improve their accuracy in pronouncing the words. Nonetheless, The students seemed to find difficulties in pronouncing some words with double consonants such as **backyard**, **dessert**, **spaghetti**, **although**, etc. and the words which had different pronunciation with Indonesian such as **dictionary**, **accompany**, **medium**, **favorite**, etc. Dealing with the problems, I usually asked them to repeat

pronouncing the difficult words again and again. In terms of self-confidence, in cycle I, the students were confident if they were asked to pronounce words and sentences classically and they felt less confident to pronounce individually. In this case, I tried to encourage them to be brave in pronouncing the words/sentences individually, for example by saying “*Ayo pronounce these words, salah nggak apa-apa, nanti saya betulkan pronounciationnya.*” (‘Please, pronounce these words. Don’t worry if you make mistakes. I’ll correct it.’) By saying this, in fact, some students became confident to pronounce individually. By giving intensive drilling on students’ pronunciation, they knew and understand how to pronounce correctly so that they became more confident to speak up.

In this cycle, I also taught grammar in context to the students to improve their accuracy in constructing sentences. I explained the grammar construction at glance and gave them exercises based on the context in pairs or in groups. There was an improvement on students’ accuracy in grammar. At first, there were only some students who could arrange the jumbled words correctly, but later half of them could arrange the words correctly. To check whether they understand the grammar, I usually asked some students to make a sentence by “Please, make a sentence to borrow a pencil from your friend.” etc. During cycle I, half of them could construct grammatical sentences and half of them could not.

d. Conducting Communicative Activities

Before conducting the actions, the English teaching and learning processes at grade VIII of SMP N 2 depok tended to be monotonous. The English teacher only relied on the coursebook and LKS. Most activities were doing exercises in the

coursebook and LKS such as reading a text or a dialogue then answer the comprehension questions. Thus, the students easily got bored and were not enthusiastic in joining the class. Moreover, the activities did not expose the students to learn to produce the language. However, in cycle I of this study, I conducted pre-communicative and communicative activities in the teaching and learning processes.

During the cycle I, I applied some communicative activities through variety of information gap activities such as ‘helping my classmate activity’, ‘giving me a favour activity’, and ‘serving the customers activity’. The implementations of these activities were aimed at improving students’ speaking skills by bridging the gaps between one to another through communication.

Communicative activities, in fact, could stimulate students to produce English to ask for, give, and refuse goods or services in three different topics. The students rarely got those kinds of activity since the English teacher only depended on course book and LKS in teaching the students. So, when I conducted the communicative activities, the activities were like something new for the students and the students’ responses to the activities were good. The first time I conducted the information gap activity, they seemed to be confused to accomplish the activity. They asked me many questions related to the activities such as “*Ini maksudnya gimana Miss, kalau aku dapet kartu yang ini aku mesti ngapain Miss*” (‘What is meant by this, if I get this card, what should I do?’) etc. I had to explain many times because of this. However, their involvement in joining this activity was good. Some of them practiced to communicate to others enthusiastically and some others still hesitated to speak in English. Then, in the next communicative activities, their involvement was better

than before. Half of the students responded to those activities well by joining them actively and enthusiastically. They became more fluent in using the language functions although their voice was sometimes too low to be heard. They were also confident to speak up. They could also use the correct grammar of the language functions although it was only in the simple forms of construction of (Can/could/will/would+S+V1). In terms of cooperation, they could work cooperatively in every communicative activity. The complete description of the actions could be seen on vignettes 2, 3, and 4 on the appendix. Overall, the students were happy and enthusiastic to have these kinds of activity. It could be described through the following interview transcript.

R: Bagaimana pelajaran bahasa Inggris hari ini? ('What do you think about today's lesson?')

S26: Pelajarannya seru dan menarik. ('The lesson was fun and interesting.')

S33: Sangat menyenangkan. ('It was very fun.')

R: Aktivitas apa yang paling menarik yang kita lakukan hari ini? ('What is the most interesting activity of today's lesson?')

S32: Saat berdialog dengan teman. ('It was when having dialogue with friends.')

S17: Saat role play jadi pelayan restaurant. ('It was when having role play as a waiter in the restaurant.')

(Interview transcript, September 20, 2012)

As far as I was concerned the easiest activity was 'helping my classmate activity' since they simply asked their partners to ask for, give, and refuse goods/services based on the situations provided. However, It seemed that the most enjoyable activity for the students was 'serving the customers activity' since most of them were really enthusiastic to have a role play to act their roles as the customers and the waiter/waitress. Moreover, the task was understandable for students since they did not ask much about the procedures of the task.

In conducting communicative activities, I still found difficulties in managing the class. Take, for examples, when a group or a pair got chance to perform their dialogue, other groups/pairs were very noisy. They did not listen to their friends but they were busy chatting with their friend. So the classroom management would be improved in the next cycle.

e. Giving Feedback for Students' Pronunciation

Based on the observation, the English teacher rarely gave feedback on students' pronunciation. She did not really notice when the students made pronunciation mistakes. The pronunciation practice was rarely given. However, as I stated before, I gave feedback for students' pronunciation in every meeting in cycle I. The feedback was given during the lessons covering the opening, main, and closing activities. The feedback was usually given when students made errors or mistakes. When I asked students to have pronunciation practice, I asked students to repeat after me. I also asked them to notice to the phonetic transcription and the word stress. In cycle I, at first, the students were enthusiastic to have pronunciation practice but most of them still did not notice of the phonetic transcription and the word stress so that they made many pronunciation mistakes such as dictionary [d ktʃən rɪ], accompany [kəm pənɪ], library [lɪbrəri], white-board [waɪtboəd], etc. In the next two meetings, the students made fewer mistakes in pronouncing some words since they noticed the phonetic transcription and also the word stress. In pronouncing sentences, I found that the students were not really enthusiastic. They also did not notice the intonation yet. However, later on, they noticed the intonation whether

falling or raising. The mistakes on pronouncing the sentences were reduced. Most of them could pronounce the sentences well.

During three meetings in cycle I, I usually repeated my pronunciation of certain words if they still mispronounced of some words such as novel, certainly, dictionary, and so on. When the students found difficulties in pronouncing some words with double consonants such as backyard, dessert, spaghetti, although, etc. and the words which had different pronunciation with Indonesian such as dictionary, accompany, medium, favorite, etc. I corrected them and asked them to pronounce the difficult words repeatedly. When the students were having dialogue or asked to read the direction of a certain task, they still mispronounced some words. Take, for example, I asked a student to read the following sentence “Look at the answers number (3-8) of the questions you have done in task 1. Your teacher will pronounce the expressions. Listen and repeat.” She mispronounced of some word such as answers, done, task, pronounce, and listen. Then I told her the correct pronunciation of those words after she read the direction. Another example was when I asked them to have pronunciation practice of some words such as main dish, medium, customer, appetizer, and cheeseburger; and sentences, such as “What would you like as the appetizer?” and “Would you like a dessert?”. Some of them still mispronounced. So, I just directly told the correct pronunciation after students’ performance. In addition, some students also said that they found some difficulties in pronouncing some words so that they felt not really confident if they were asked to speak in English in front of others. It could be seen that the feedback not only could helped students to know their

mistakes but also could improve students' confidence in speaking English. It can be described as the following interview transcript.

- R: Bagaimana pendapatmu tentang latihan pronunciation tadi? ('What do you think about pronunciation practice?')
- S5: Sangat seru Miss. Pas diajari cara bacanya terus suruh menirukan. ('It was a lot of fun, Miss, especially when we learnt how to pronounce and repeat the pronunciation.')
- S29: Iya Miss, aku juga suka pas latihan melafalkan kata-kata. Jadi tahu kalo ada stress sama cara bacanya. ('Yes, Miss. I like it too, when we had pronunciation practice of some words. Now we know that there is word stress and how to pronounce words.')
- R: Kalau disuruh maju ngomong bahasa Inggris atau maju perform dialogue pakai bahasa Inggris percaya diri apa nggak? ('If I ask you to speak in English or come forward to perform the dialogue in English, do you feel confident?')
- S4: Percaya diri kalo bareng-bareng. ('I am confident if I have partners.')
- R: kalau sendiri percaya diri nggak? ('What if you were asked to perform individually, are you confident?')
- S4: Enggak, soalnya takut salah. ('No, I am afraid of making mistakes.')
- R: Kalau kamu gimana? Berani nggak ngomong pakai bahasa Inggris? ('What about you? Are you confident in speaking English?')
- S12: Waduh, kalau ngomong pakai bahasa Inggris malah merinding, takut salah. Tapi kalau berkelompok lumayan pede juga. ('If I am asked to speak in English, I am suddenly frightened. I am afraid of making mistakes. If in groups, I feel little bit confident.')

(Interview transcript, September 20, 2012)

f. Giving Students a Handout for Daily Materials

I gave each student a handout for daily materials in every meeting in cycle I. At first the students did not know what the handout is. Then I told them that it contained the tasks that they would learn. The handout could make the students understand the instructions and doing the class activities easily. The handout could also save time for writing so that all tasks in that day's lesson plan could be delivered on time. The handouts were maximally used in three meetings in cycle I. During the three meetings in cycle I, the handouts were understandable and could help the students to learn. The following interview transcript describes the students' opinions toward the handout.

- R: Materinya susah atau mudah? ('Do you think that the materials were easy or difficult?')
- S2: Mudah. ('It was easy.')
- S13: Ya lumayan mudah. ('It was quite easy.')
- R: Kalau ada handout bisa memudahkan belajar atau tidak? ('If you get a handout of daily lesson, does it ease you to learn?')
- S16: Ya, sangat memudahkan untuk belajar. ('Yes, it eases me to learn'.)
- (Interview transcript, September 19, 2012)

g. Asking Students to Bring a Dictionary

I asked each student to bring a dictionary in every meeting since it was effective to help students in learning English. Therefore, I usually asked students whether they brought dictionary or not in every meeting. The dictionary helped the students if they found difficulty in pronouncing certain words or finding the meaning of certain words. During cycle I, most of the students brought their dictionaries. It can be seen from the following vignette.

.....I checked the students' attendance. "Who is absent today?" asked me. Students said "No one". Then I asked "students who bring the dictionary please raise your hand" "*Coba yang bawa kamus angkat tangan?*" ('Who bring the dictionary? please raise your hands.')

Every student raised their hands. Then I distributed the handout for each student. (Vignette 3, September 19, 2012)

h. Using Media in Teaching and Learning Processes

Based on the observation and interviews, the English teacher never used media to support the teaching and learning processes. She confirmed that she did not have time in creating and preparing the media. As a result, the lesson became uninteresting and the students were not encouraged to learn the language. However, during the actions, I used some media in every meeting of cycle I. The media were used in helping students understand the questions to lead to the topic. As I stated before, I used pictures, a recorded dialogue, words search puzzles, cards of situations, picture cards, menu cards, and order book cards for cycle I. I used pictures

accompanied by some questions to direct students to the topic of the day. I also used a recorded dialogue in the second meeting of cycle I for listening section. I also used words search puzzles to vary the activity. Cards of situations, picture cards, menu cards, and order book cards were used during conducting communicative activities and they were successful to provide students with gaps for communication.

There was an improvement on using various media in the teaching and learning processes. At first, only about half of the students who were attracted and responsive when I asked questions based on the media. Then, in the next meeting the students were more attentive and responsive since the pictures were more interesting and colorful. In the third meeting, most of the students were more enthusiastic in responding to my questions. They were brave to express their minds. Generally, the students could understand better about the materials through the media. They seemed to be more enthusiastic in joining the class activities since they never experienced it before. They could be active and encouraged to speak in English. The description of the benefits of using media can be seen from the following interview transcript.

- R: Apakah penggunaan media seperti gambar, rekaman dialog, cards of situation dan lain lain di kelas dapat membuat pelajaran menjadi semakin menarik? ('Did the use of media such as pictures, the recorded dialogue, cards of situation, etc. make the lesson more interesting?')
- S8: Iya, Miss. Jadinya nggak cepet bosan. Kelasnya jadi seru. ('Yes, the class was fun.')
- R: Apakah penggunaan media seperti gambar, rekaman dialog, cards of situation dan lain lain di kelas dapat membantu kamu memahami pelajaran? ('Did the use of media such as pictures, the recorded dialogue, cards of situation, etc. help you understand the materials?')
- S35: Iya, misalnya ada gambarnya kan jadi tau pelajarannya tentang apa. Kalo ada media-media gitu pelajarannya jadi lebih asik. Kalo ada kartu-kartu itu juga bisa membantu buat ngomong bahasa Inggris, Miss. ('Yes, for example, we knew what the lesson was about through pictures. If there were some media, the lessons were more enjoyable. The cards could also help us speak in English.')

(Interview transcript, September 20, 2012)

3. Reflections

After implementing the actions of cycle I, the collaborators and I held a discussion to reflect the actions of Cycle I. Everyone participating in this research has ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using Classroom English in Teaching and Learning Processes

I used classroom English in every meeting in cycle I. The implementation of classroom English were successful in making students familiar with English words. Most students, around 25 students, could respond to my simple questions well such as when I greeted them or asking their condition. However, when I asked students some questions to lead to the topic of the day, they were still shy to answer my questions in English. They preferred to say in Indonesian. Therefore, I tried to let them know the English translation of their answers and asked them to repeat after me.

b. Communicating the Objectives of the Lessons to the Students

I always communicated the students the objectives of the lessons in every meeting. At first, I showed some pictures related to the topic of the lessons and let the students know what they were going to learn. Then, to make sure that everyone understood it, I asked them back about the objectives of the lessons. Some students did not seem to be noticed the importance of the objectives of the lessons. However, generally, it was successful to motivate students to learn.

c. Conducting Pre-Communicative Activities

Commonly, the implementation of pre-communicative activities focused on comprehension such as presentation of the input text and also comprehension tasks could allow students to comprehend expressions used in real life situation. So the students knew the use of the language functions in certain situations. The implementation of pre-communicative activities focused on language such as pronunciation practices and grammar exercises could allow students to practice their pronunciation and use the language functions accurately. The students had more opportunities to practice their pronunciation. They also had chance to learn grammar implicitly through arranging jumbled words into sentences.

d. Conducting Communicative Activities

In conducting communicative activities, I set students to work in pairs or in groups, depending on the activities. During the cycle 1, I applied some communicative activities through information gap activities such as 'helping my classmate activity', 'giving me a favour activity', and 'serving the customers activity' which were successful to improve their speaking skills. Through these activities they could get more opportunities to learn to use English for communication. Half of them were still shy to speak up in front of the class, but, at least, they could practice speaking with their partners.

Although the teaching and learning processes seemed to be improved, the way of my teaching was still focused on my target to accomplish all the tasks mentioned in the lesson plan. Therefore, I tended to be focused on the activities and little bit ignored the classroom management. Sometimes, I explained the materials too fast.

Another problem was I still had low ability to control the class so that the class was noisy, especially when students performed the dialogue. In the next cycle, these cases needed to be improved.

e. Giving Feedback for Students' Pronunciation

During cycle I, I drilled students with pronunciation practices. Their responds to these activities were good. It means that they got more chance to learn to speak in English. Besides, their enthusiasm to speak up was improved since most of them participated in pronunciation practice and having dialogue. When they got pronunciation practice and having dialogue, I usually walked around the class to check students' pronunciation. If I found students' mistakes, I gave them feedback focused on fluency as well as accuracy. Fortunately, it could improve their confidence in speaking English.

f. Giving Students a Handout for Daily Materials

The distribution of the handout in every meeting of cycle I was very effective in helping students' learning the materials. When I explained something, the students did not need to waste much time to take notes so that they could pay attention to my explanation. I would give each student a handout for daily materials in every meeting in cycle I.

g. Asking Students to Bring a Dictionary

Most of the students brought their dictionaries in every meeting of cycle I. It was very beneficial especially when students found unfamiliar words they could consult their dictionary. Moreover, it could improve students' confidence in speaking

in English since if they knew what they were going to talk they seemed to be more confident to speak up. However, some students were still lazy to open their dictionary so that they just asked me or their friends when they found any difficulty so it made the class a little bit noisy.

h. Using Media in Teaching and Learning Processes

The use of the media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. Besides, the media could not only provide gaps for communication but also could be as guidance for students in speaking English.

4. Revised Plan

Based on the reflections of cycle I, there are more plans which need to be revised. They are the classroom management, the language used, and also the way to motivate students to be more active.

C. Reports of Cycle II

1. Planning

Before conducting the actions of cycle II, the collaborators and I held a discussion to revise the plans for cycle II. We determined that we would still focused to solve same problems found in cycle I especially related to the classroom management, the language used, and also the way to motivate students to be more active. In cycle II, I would implement the same activities and a new action in order to make students active in joining the class. The action plans of cycle II are as follows.

a. Using Classroom English in Teaching and Learning Processes

I would also use classroom English during the teaching and learning processes to make students more familiar with English words and sentences. I would use some English expressions to greet and ask the students, give instructions, explain the materials, give feedback, and also to end the lesson. This action was the same as cycle I. The difference with cycle I was that I would use more classroom English by minimizing the Indonesian translation. I would not translate the expressions that the students were already familiar with.

b. Communicating the Objectives of the Lessons to the Students

Realizing the importance and the effect of communicating the objectives of the lesson to the students, I decided to implement this action in cycle II. I planned to use pictures and real objects accompanied by some questions related to them to lead students to the topic of the lesson. Then I would let students know the objectives of the lesson at the beginning of the lesson, as usual, so that students would know what they were going to learn. Besides, they would also be more motivated if they knew the purposes of their learning.

c. Conducting Pre-Communicative Activities

As I conducted in cycle I, I would also give pre-communicative activities for the students that were focused on comprehension and language. In comprehension-focused activities, I would give a written dialogue and a video as the input texts together with expressions of inviting someone, accepting, and refusing an invitation. The language focused activities would be focused on improving students'

pronunciation through pronunciation practice as well as improving accuracy through grammar exercises. The classroom setting would be individuals, in pairs or in groups, depending on the activities.

d. Conducting Communicative Activities

In communicative activities, I would be more focused on the classroom management since I still had low ability to control the class so that the class was noisy, especially when students were having communicative activities. In conducting group work activities, I would divide the groups randomly and make a kind of lottery or a simple quiz to determine which group that would perform first.

During cycle II, communicative activities would be conducted through variety of information gap activities such as ‘Inviting to the party activity’, ‘Finding a day activity’, and ‘Filling the schedule activity’. Below are the procedures for each activity.

‘Inviting to the party activity’:

- 1) Ask students to make groups of three.
- 2) Give each group a set of cards those are a picture card, an accepting card, and a rejecting card for each group.
- 3) Ask the student who got a picture card to invite the other group members to a party based on the picture. Ask the student who got an accepting card to accept the invitation and the student who got a rejecting card had to reject the invitation.
- 4) When all groups were ready, ask them to perform it in front of the class.

‘Finding a day activity’:

- 1) Place students in groups of 6.
- 2) Give a set of invitation cards and free-day cards to each group.
- 3) Give three members of the group three invitation cards then ask them to invite their partners to do the activity mentioned in the card at their house. Give the other members three free-day cards then ask them to respond to (accept/reject) their friends’ invitation based on the cards. Ask each inviter to find the one who had a free day to do the activity at the inviter’s house.
- 4) When all groups were ready, ask them to present their conversations to the class.

‘Filling the schedule activity’:

- 1) Ask students to make groups of 3.
- 2) Give each group would get one invitation cards and two today’s schedule cards.
- 3) Give each member of the group one card. Ask the one who got the invitation card to invite his/her partners to go to see the event in the extracurricular activity. Ask his/her partners to respond to the invitation based on the today’s schedule cards.
- 4) When they were ready, ask them to perform their conversations.

e. Giving Feedback for Students’ Pronunciation

The result of cycle I showed that about half of the students still had poor pronunciation especially in pronouncing difficult or unfamiliar words. However, they were very enthusiastic in having pronunciation practices. Therefore, I would always give them feedback for their pronunciation to minimize the mistakes they made.

f. Giving Students a Handout for Daily Materials

As conducted in cycle I, I would give each student a handout for daily materials in every meeting in cycle I. It was effective to make students understand the instructions and doing the class activities easily. The handout would consist of some tasks and materials that they were going to learn.

g. Asking Students to Bring a Dictionary

I would keep asking each student to bring a dictionary in every meeting during cycle II. I would make sure that, at least, each desk had a dictionary. It was aimed at helping students find the meaning of a certain word or feel difficulties in pronouncing a certain word.

h. Using Media in Teaching and Learning Processes

In cycle II, I would use more varied media to make the lessons more enjoyable and understandable. There are some media that I would use in cycle II. Those were pictures, real objects, a video, sticking cards, sticking papers, picture cards, variety of invitation cards, rejecting cards, free-day cards, and today's schedule cards.

i. Giving Rewards for Active Students

The finding of cycle I showed that students were active in joining the group or pair works activities. They seemed to be afraid of performing themselves individually. Therefore, in cycle II, I determined to give rewards which aimed at motivating students to involve in the activities, especially to activate students in

volunteer themselves in individual tasks. It was also aimed at appreciating their participation and achievements in the class activities.

2. Actions and Observations

The actions of cycle II were conducted in three meetings on October 9th, 10th, 11st, 2012. The materials of cycle II are the expressions of inviting someone, accepting and refusing an invitation. In implementing the actions, I was also accompanied by my collaborators who took notes in the back of the class to observe the teaching learning processes and also took some photographs related to the teaching learning processes. The data of cycle II were also collected through classroom observations and interviews. The results of cycle II were presented below.

a. Using Classroom English in Teaching and Learning Processes

The students' speaking skills had improved through the use of classroom English in every meeting in cycle II compared to cycle I. In general, the procedures of using classroom English were the same as in cycle I. However, the use of classroom English in cycle II was better than in cycle I. The students became more responsive to the classroom English. The improvement from one meeting to the other two meetings was stable. It could be seen that students were familiar with English expressions. During cycle II, it seemed that they understood if I said something in English during the opening activities such as greetings and checking students' condition and attendance. The atmospheres of the class in cycle II were better than in cycle I because the students were not noisy during the teaching and learning processes. The students were not shy to have an interaction with me since they knew me closer. In

the first meeting, they could understand my questions without any translation though they still answered using Indonesian. When I directed students to the topic of the day, I used to walk around the class ask them some questions and tried to be more friendly to them. The students' responses were good. They became more responsive and confident to speak up. There was an improvement in the next two meetings that was they could respond better in English although they sometimes still mispronounced. When the students did not know how to say something in English, they did not hesitate to ask me questions. In addition, they were not afraid to speak in English for example if they wanted to ask for my permissions. It can be seen from the following vignette.

.... The situation of the class was noisy. I opened the class by saying "Good morning everyone". "Good morning Miss," answered the students. Next, I checked students' condition "How are you today?" "I'm fine thank you, and you?" "Fine too, thank you. Who is absent today?" I asked. "No one", they replied I also checked whether the students brought their dictionaries or not "Do you bring the dictionary with you?" "Yes," the students answered. "Did you still remember what we have learnt in the previous meeting?" I asked. Then a student replied "Asking, giving, and refusing"..... I showed the students an invitation card to a birthday party. I asked them "What is this? Have you ever seen it?" A student said "*Undangan*" ('Invitation). Another student said "Invitation". "Great, it is an invitation card to a birthday party", I said. "Please everyone, take a look at the screen. "Have you ever celebrated your birthday party", I asked to a student. "Yes", he said. "When?" I asked again. "*Ketika masih kecil*", ('When I was child.') he replied. "how do you say *ketika masih kecil* ('When I was child.') in English?" I asked him. He looked puzzled. I told him "when I was child." I ask the students "Do you invite your friend to your birthday party?" Some students said, "Yes". Some other said "No". Then I told the objective of the lesson. "Today, we are going to learn the expressions of inviting someone to a party, accepting, and refusing an invitation..... (Vignette 5, October 9, 2012)

In explaining the materials, which were expressions of inviting, accepting, and refusing an invitation, mostly I used English. They could understand my explanation. In this cycle, I reduced the Indonesian translation and tried to use synonyms and gestures to explain something to the students. During the first and the second

meeting of cycle II, they rarely asked some questions though they could respond to my question well. Most of them could also speak louder which meant that they were confident. In the third meeting, most of them were confident to speak up although some of them still used Indonesian in asking questions. Their responses to the classroom English were better than in the previous meeting. The students could produce English expressions in asking, giving, and refusing goods/services. It can be inferred through the following vignette.

.....Next I explained the language functions which were inviting someone, accepting and refusing an invitation to events in extracurricular activities. "Take a look at the expressions on the table, you can use the expressions to invite someone. You can use the expressions to accept an invitation. You can use the expressions to refuse an invitation", I explained followed by pronunciation practice of those expressions. I asked "Do you have any question?" A girl asked "Miss *kalau I have nothing to do itu artinya apa?*" ('Miss, what is meant by I have nothing to do?') I said "*Ya berarti tidak ada yang mau aku kerjakan.*" ('It means that you will do nothing. *Berarti* accepting ya Miss?') ('Is it accepting, Miss?') she asked me again. "Yes, correct". (Vignette 7, October 11, 2012)

Using English all the time in cycle II and reduced Indonesian translation as cycle I, in fact, the students' willingness to speak up seemed to be improved. The students seemed to be more motivated to learn to speak in English. They were confident and were not shy to learn to use English. They confirmed that they liked to have English routines in the lessons because they could have more opportunities to speak up. It could be seen from the following interview transcript.

R: What do you think about English routines?

S35: Yang pake bahasa Inggris saat pelajaran ya Miss? Enak sih. Jadi kita bisa cepet bisa ngomong bahasa Inggris. ('Is it when we used English in the lessons? It's great. We can learn to speak in English faster.')

(Interview transcript, October 10, 2012)

b. Communicating the Objectives of the Lessons to the Students

I also communicated the objectives of the lesson in every meeting in cycle II since it made students know what they were going to learn. Compared to cycle I, I did not only use pictures but I also use real objects to build interaction with the students to lead them to the topic. When I directed students to the objective of the lesson through asking and answering questions, they could respond well. They answered my questions voluntarily. In the next meeting, they responded to my questions better. The numbers of students who answered my questions voluntarily had improved. Later, they became more responsive, and confident to speak in English. They showed a great enthusiasm in responding to me. It could be seen that some students did not have changes to answers since the questions were fewer than the number of students who volunteered themselves. I also asked students about the objective of the lesson after I told them to make sure what they would learn. They could answer my question although it was not in a complete sentence. It could be seen from the following vignette.

.... The class was still noisy. I closed the door to minimize the disturbed noise and tried to calm down the students. I showed the students an invitation card to a birthday party. I asked them "What is this? Have you ever seen it?" A student said "*Undangan*" ('invitation'). Another student said "Invitation". "Great, it is an invitation card to a birthday party", I said. "Please everyone, take a look at the screen. "Have you ever celebrated your birthday party", I asked to a student. "Yes", he said. "When?" I asked again. "*Ketika masih kecil*" ('When I was child.'), he replied. "How do you say *ketika masih kecil* ('When I was child') in English?" I asked him. He looked puzzled. I told him "when I was child." I ask the students "Do you invite your friend to your birthday party?" Some students said, "Yes". Some other said "No". Then I told the objective of the lesson. "Today, we are going to learn the expressions of inviting someone to a party, accepting, and refusing an invitation. "*Apa yang akan kita pelajari?*" (What are we going to learn?) asked me to a student. She said "invitation". "What else? *Apa lagi?* ('What else?') I asked another student. He said "Expressions of inviting".... (Vignette 5, October 9, 2012)

The students realized that knowing the objectives of the lesson was important to help the students understand the lesson. They confirmed that they needed to know the objectives of the lessons to get more understandings toward the lessons. In fact, the use of classroom English was effective to motivate students to learn and to understand the materials. For further explanation could be seen from the following interview transcript.

- R: Kalau tujuan pembelajarannya tidak dikasih tau, kamu tahu nggak apa yang mau dipelajari? ('If I do not state the objective of the learning, do you know what we are going to learn?')
- S8: Ya tinggal mengikuti aktivitasnya aja, tapi suka bingung intinya apa. ('I just join the instructions to do the class activities tough I am confused about what we are going to learn today.')
- R: Kalau tujuan pembelajarannya disampaikan terlebih dahulu apakah bisa membantumu dalam memahami pelajaran? ('If I tell you the objective of the lesson, can it help you to understand the lesson?')
- S15: Iya jadi tahu mau belajar apa. ('Yes, so I know what I am going to learn.')
- (Interview transcript, October 9, 2012)

c. Conducting Pre-Communicative Activities

As I conducted in cycle I, I divided the pre-communicative activities into comprehension-focused and comprehension-focused activities. Compared to cycle I, their involvements in the comprehension-focused activities had improve. In this activity, most students were confident to volunteer themselves to answer the questions. They could answer the questions correctly although the answers were not in complete sentences. Most of them were enthusiastic. The students who were shy to volunteer themselves also were confident to answer the questions voluntarily although some of them still answered incorrectly. Each group showed a great enthusiasm to have this activity and tried to be the first in finishing the task. Overall, during cycle II, the students could use the language functions correctly. I conducted

some comprehension-focused activities to make students aware of the use of some expressions in daily life.

I also divided the language-focused activities into two actions. They were giving intensive drilling on students' pronunciation and teaching grammar in context. At first, I gave intensive drilling on pronunciation of some words such as sound, join, meet, accompany, barbecue party, great, tonight, this evening, etc. I also asked them to have pronunciation practice of some sentences such as "Do you want to go with me?" "Cool!" "That sounds like fun;" "Well;" "OK. I'd love to go"; "Why don't we meet at my house at 2.30.?" etc. They were enthusiastic and confident to pronounce those words and sentences. Later, when I drilled the students with pronunciation practices their accuracy in pronouncing the words and sentences were improving. It could be seen that they did not make many mistakes in pronouncing some words and they could pronounce the sentences with correct intonation. During the three meetings in cycle II, they were really excited in having pronunciation practices and were not afraid if I asked them to volunteer themselves in pronouncing the words or sentences individually.

In this cycle I also taught grammar in context to the students to improve their accuracy in constructing sentences. I explained the grammar construction at glance and gave them exercises based on the context in pairs or in groups. in cycle II, I made the grammar exercises in the form of sticking activities to make the activities more varied. There was an improvement on students' accuracy in grammar. In cycle II, the students' grammar accuracy was better than in cycle I. During the three meetings in cycle II, most students could arrange the jumbled words and constructed sentences

correctly. They were also more enthusiastic in joining the activities since I conducted the activities through sticking activities. To check whether they understand the grammar, I usually asked some students to make a sentence by saying “Please, invite your friend to your birthday party and accept the invitation” randomly. Most of them could make expressions of inviting someone, accepting, and refusing an invitation grammatically.

Overall, in cycle II, I found that more students were active in joining the activities in accomplishing individual, pair works, group works or even volunteering themselves freely. It was very different from cycle I. In conducted comprehension activities, only few students were passive in joining these activities. However, in cycle II, the students were active to volunteer themselves in participating the activities and were not patient to have their turns. They become more responsive and confident to express themselves. Compared to cycle I, the students seemed to be more excited in joining the activities in cycle II. They did not hesitate to involve themselves in every single activity voluntarily. They also confirmed that they liked to watch the video, they enjoyed the activities such as sticking activities, and pronunciation practices. For more information, it could be seen on vignettes 5, 6, and 7 on the appendix.

d. Conducting Communicative Activities

I conducted some communicative activities through variety of information gap activities ‘Inviting to the party activity’, ‘Finding a day activity’, and ‘Filling the schedule activity’ during cycle II. To prepare the communicative activities, I also conducted a survey game inviting someone to a party in groups. The complete

explanations of this activity could be seen on vignette 5 on the appendix. Next, communicative activities were conducted to improve students' speaking skills by encouraging students to learn to speak in English through the provided gaps. After they got chance to practice to communicate, I asked them to perform their dialogue in front of the class. However, I made a kind of lottery or a simple quiz in the form of asking and answering activities to decide which group that would perform first to minimize the noisiness of the class.

Communicative activities, in fact, could stimulate students to produce English to invite someone, accept an invitation, and refuse an invitation in three different topics. Compared to cycle I, the students' involvement to the activities was better. Most of them were active in joining the activities. From one meeting to another meeting, their confidence to speak up was improving. At first, some students still did not speak loudly so that their voice could not be heard by other students. However, later, they could speak louder than before which could be meant that they became more confident. They sometimes used some gestures such as eye contacts or hand movement. Take, for example when saying "Would you like to accompany me to watch drama performance?" while pointing their hands to the listeners when they said 'You' and pointing their hands to themselves when he said 'Me'. They could also use the correct grammar of the language functions. In addition, their pronunciation in using the language functions was better than in the cycle I. They could speak in English fluently and accurately using the language functions being taught not only in the simple forms of construction of inviting someone (Can/could/will/would+S+V1) but also another construction of inviting someone for example "Would you mind

accompanying me to the graduation party?” etc. the further information of conducting communicative activities in cycle II could be seen on vignettes 5, 6, and 7 in the appendix.

Compared to cycle I, the students seemed to be more excited in joining the communicative activities in cycle II. Most of them could use the language functions fluently and accurately. Some students who did not know how to invite someone correctly did not hesitate either to ask me how to say it in English. The students were confident to speak in English. Students’ enthusiasm in having communicative activities can be seen from the following interview transcript.

- R: Gimana pelajaran hari ini? (‘What do you think of today’s lesson?’)
 S2: Bener-bener seru. (‘It was really really fun.’)
 R: Menurutmu aktivitas apa yang paling menarik hari ini? (‘What was the most interesting activity of the day?’)
 S2: Pas disuruh nyari teman yang free buat main games dll itu. (‘It’s when we were asked to find a partner who has free time for playing games etc.’)
 R: Sekarang kalau tak suruh ngomong pakai bahasa Inggris percaya diri nggak? (‘If I ask you to speak in English, are you confident?’)
 S7: Pede dong Miss. (‘Of course, I am confident.’)

(Interview transcript, October 10, 2012)

As I mentioned before that I conducted three communicative activities which were ‘inviting to the party activity’, ‘finding a day activity’, and ‘filling the schedule activity’. Based on the observations, I think that ‘inviting to the party activity’ was the easiest one for the students. The students did not ask much to do this activity. I used some pictures as media in this activity so that it made the students more interested. Most of students also could use the expressions of inviting someone, accepting an invitation, and rejecting an invitation properly. On the other hand, the students seemed to be more motivated when they had ‘finding a day activity’. In this activity they worked in groups of six so that they did not easily get bored for joining

the activity. This activity involved movements since they were asked to search their partners who had free days to go with them. The invitations to do homework together, to play videogames, etc. were related to their daily life so that they seemed confident to speak up.

I did not find the same problem in cycle II during the implementation of pre-communicative activities as I found in cycle I. The problem was about the way to motivate students to do individual tasks. In cycle II, the students seemed to be more active in accomplishing every task in groups, in pairs, or even individually. I also did not find a big problem in conducting communicative activities. From the first meeting to the last meeting, the students seemed to be enthusiastic and confident to use the language functions to communicate with others. However, some students still made some noise because they were busy having chit-chat with their friends after finishing the performances in communicative activities.

e. Giving Feedback for Students' Pronunciation

I always gave feedback for students in every meeting of cycle II. I gave feedback on students' pronunciation during the opening, main, and closing activities. As usual, the feedback was given when students made errors or mistakes. During the three meetings in cycle II, the improvement of students' pronunciation was stable. They did not make many mistakes in pronunciation. As found in cycle I, the students seemed to find difficulties in pronouncing some words with double such as **heard**, **accept**, **news**, etc. and the words which had different pronunciation with Indonesian such as **barbecue**, **party**, **homework**, etc. Dealing with the problems, I usually asked them to repeat pronouncing the difficult words again and again and gave them

feedback if they made mistakes. It was effective since the students did not make the same mistakes again. If the students asked questions or said some expressions in wrong ways I also gave them feedback to correct their mistakes. By giving feedback, it could be seen that students could improve their confidence in speaking English. In every meeting of the cycle, the students seemed to be less anxious in asking any questions to me. When I asked them some questions, they were confidence to speak up although some of them still looked afraid of speaking English. During cycle II, their accuracy in using English expressions was improving from one meeting to another meeting. They could say “Would you like to accompany me to the birthday party?” instead of “Would you like accompany me to the birthday party?” It can be described as the following vignette.

..... I walked around the class to make sure that they knew what to do. One of them asked “*Kalau mau ngundang pakai* (‘If I want to invite using’) would come to speech contest?” “*Iya, masih kurang lengkap sedikit. Kamu bisa bilang* (Yes, It’s a little bit incomplete. You can say’) Would you come to the speech contest?” I said. Then I asked each group to perform the dialogue based on the cards. I had decided which groups would perform first by having a lottery. (Vignette 7, October 11, 2012)

f. Giving Students a Handout for Daily Materials

I used to give a handout for each student in every meeting of cycle II since it was effective to minimize the time consuming so that all tasks could be accomplished on time. The students’ responses to the handouts were good. They could understand the handouts I gave in three meetings of cycle II. The handouts could help students in learning the materials as well as enlarging students’ vocabulary mastery. In addition, when I gave handout to the students, they became more attentive toward my

explanation. They did not waste their time either to make notes, except additional notes.

- R: Apakah kamu bisa memahami materi yang ada di handout? ('Did you understand the materials on the handout?')
- S4: Yes, I understood.
- R: Apakah kamu merasa terbantu dalam belajar bila ada handout? ('Did the handout help your learning?')
- S11: Iya, jadinya nggak usah nulis. ('Yes, I did not need to take notes.')
- (Interview transcript, October 10, 2012)

g. Asking Students to Bring a Dictionary

As usual, I always checked whether each student brought their dictionary or not. I used to ask the students to raise their hands or simply answer my question if they brought the dictionary with them. During cycle II most students brought their dictionaries. It could be described in the following vignette.

.... Who is absent today?" I asked. "No one", they replied I also checked whether the students brought their dictionaries or not "Do you bring the dictionary with you?" "Yes," the students answered. "Did you still remember what we have learnt in the previous meeting?" I asked. Then a student replied "Asking, giving, and refusing"... (Vignette 5, October 9, 2012)

The students realized that bringing dictionary is an important matter in English lesson. It made the teaching and learning processes more effective since everyone could consult their dictionary if they found unfamiliar words. The benefits of using dictionary can be seen from the following interview transcript.

- R: Merasa terbantu nggak kalau bawa kamus saat pelajaran bahasa Inggris? ('Does the dictionary help your learning?')
- S5: Iya, kalau menemukan kata yang susah bacanya atau nggak tau artinya bisa langsung buka kamus. ('Yes. If I find difficult words to pronounce or do not know the meaning of certain words, I can directly consult the dictionary.')
- R: Kalau menurutmu gimana? ('What do you think about that?')
- S7: Sangat berguna pas pelajaran bahasa Inggris. Jadi nggak usah susah-susah tanya kalau namu kata yang sulit. ('It is very useful to help us in learning English. So we do not need to ask others if I find difficult words.')
- (Interview transcript, October 10, 2012)

h. Using Media in Teaching and Learning Processes

Some media were always used in every meeting in cycle II. Students seemed to be more motivated and interesting in learning the lesson since I used some more media in cycle II rather than in cycle I. I used pictures, real objects, a video, sticking cards, sticking papers, picture cards, variety of invitation cards, rejecting cards, free-day cards, and today's schedule cards to be implemented in cycle II. During three meetings in cycle II, the media could give positive effect to the students. Compared to cycle I, the students became more active in joining the teaching and learning processes through the use of media. The students did not get bored in joining the class activities through the use of media since the activities became more interesting. They looked more motivated to learn if I used some media. It could be seen from the following interview transcript.

- R: Media yang dipakai di pertemuan har ini membantu kamu dalam belajar nggak? ('Did the media used in this meeting help you learn English?')
- S8: Tentu, Pelajarannya jadi menarik. ('Sure, the lesson became more interesting.')
- R: Menurutmu bagaimana penggunaan media video dalam proses belajar mengajar? ('What do you think of the video as the media in teaching and learning process?')
- S5: Ya sangaat bermanfaat, kelasnya jadi nggak mboseni. Apalagi kalau ada videonya kan kita bisa belajar ngomong kaya orang yang di video tadi. ('Yes, it was very useful. The class became not boring. Moreover, we can learn to speak in English like the persons in the video.')

(Interview transcript, October 10, 2012)

i. Giving Rewards for Active Students

I did not give rewards and I only praised active students during the implementation of cycle I. In every meeting of cycle II, I gave rewards for students and praised them who were active in the class. I gave rewards for those who volunteered themselves to read aloud the dialogue, answered my questions

individually, finished the tasks firstly, were brave in pronouncing some words or expressions individually, and gave their best performance. After I told them that they would get rewards, they became very enthusiastic in completing the tasks. The rewards could stimulate them to be active in the activities. In the first meeting in cycle II there were only about half of students who volunteered themselves. However in the next two meetings, almost all of them were active and volunteered themselves to accept my challenges. When I set students to work in groups or in pairs, they were work hard to achieve their best. Moreover I also held accidental quiz in the third meeting in the form of asking and answering questions related to the materials we had learnt. Their enthusiasm in getting the rewards can be seen from the following interview transcript.

R: Apakah kamu merasa senang kalau mendapatkan hadiah saat belajar bahasa Inggris? ('Did you feel happy when you got reward in English lesson?')

S23: Seneng banget. Besok lagi ya Miss. ('I was very happy. Provide rewards again tomorrow.')

R: Apakah kamu jadi lebih termotivasi untuk mengikuti pelajaran ketika ada rewardnya? ('Did you feel more motivated in joining the class activities if there were some rewards?')

S27: Iya Miss, jadi semangat buat belajar, sama biar dapet hadiah juga. ('Yes, Miss. I got more eagerness to learn, and also to get rewards.')

(Interview transcript, October 10, 2012)

3. Reflections

The collaborators and I shared the final reflections after implementing the actions in cycle II. Everyone participating in this research has ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. The reflections were based on the classroom observations and also interviews. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using Classroom English in Teaching and Learning Processes

The use of classroom English seemed to be significant to improve students' speaking skills. It could be seen that the students were familiar with English words and expressions. I did not need to translate all my explanation since students already understood when I used synonyms or gestures. Most students, around 31 students, could respond to my questions well. They could answer my question in English not only when greetings but also when answering my questions related to the materials although some of them still mispronounced. Besides, they looked confident to use the language functions for communications.

b. Communicating the Objectives of the Lessons to the Students

The objectives of the lessons were always told in every meeting in cycle II. After I told them, all students realized the importance of the objectives of the lesson. It could also direct students' minds to the topic and language functions they would learn. By telling about what we were going to learn to the students, it successfully motivated students to participate in the activities. Thus, the students' learning could be optimized.

c. Conducting Pre-Communicative Activities

Pre-communicative activities seemed to be effective in preparing students to communicate. By having these activities, students got more opportunities to practice to manipulate sentence especially in terms of grammar and pronunciation. Pre-communicative activities were effective to prepare the students' readiness to accomplish the communicative activities.

d. Conducting Communicative Activities

Communicative activities were also successful to improve students' opportunities to learn to use English. The gaps provided were also successful in bridging the gaps among the students when they practiced to communicate both in pairs and in groups. It could be seen that most students, around 30 students, could have a dialogue with others using some expressions fluently and accurately. Communicative activities also made the class alive. I could be seen that students looked confident in using English to speak up and did not get bored in joining the class activities.

The problems of managing the class were rarely occurred in cycle II. The teaching and learning processes were conducive and effective so that the students could involve in every single activity well. The noise of the class could also be minimized through the use of lottery and simple quizzes in deciding the performance of the students.

e. Giving Feedback for Students' Pronunciation

Students' pronunciation could be improved by giving feedback. Giving feedback on students' pronunciation could also increase students' confidence in using English to speak up since their mistakes of pronouncing some words or sentences could be minimized. Moreover, the comfortable atmosphere that I built also made students not afraid in asking me questions.

f. Giving Students a Handout for Daily Materials

The handouts which I distributed in every meeting of cycle II were effective to help students' learning. The handouts not only helped students to understand the materials but also minimized time consuming for students to take notes. Overall, the use of handouts could make the teaching and learning processes effective and conducive.

g. Asking Students to Bring a Dictionary

Most of the students brought dictionaries in every meeting in cycle II. The dictionary could help them enrich their vocabulary as well as understand the materials. It was very beneficial especially when students found unfamiliar words they could consult their dictionary. Moreover, it could improve students' confidence in speaking English since if they knew what they were going to talk they seemed to be more confident to speak up. By bringing the dictionary, the teaching and learning processes ran effectively and less noise was made since they could consult their dictionary instead of asking friends if they found any difficulty in learning English.

h. Using Media in Teaching and Learning Processes

Students were excited to see the media used in the actions during cycle II. The use of pictures and real objects could direct students toward the topic of the day. The students were also enthusiastic to see the video so that the students' attention toward the lesson could be improved. Besides, the use of media could also improve students' motivation to learn that could be seen from the good participation of the students during the teaching and learning processes.

i. Giving Rewards for Active Students

Giving rewards for students were successful to motivate students to learn as well as make students more active in joining the class activities. The students were very happy when I gave them rewards after finishing a certain task. They were also motivated to do the next task. The students also became more active not only in participating the class activities in groups or in pairs but also in doing individual tasks.

Based on the findings of cycle II, the collaborators and I conclude that all actions had successfully improved students' speaking skills at grade VIII of SMP N 2 Depok in the academic year of 2012/2013. Since the objective of this research could be achieved, we agreed to end this research in this cycle. The results of the improvements of the students' speaking skills during cycle I and cycle II can be seen in the following table.

Table. 4. 2. Table of the Results of the Improvements of the Students' Speaking Skills during Cycle I and Cycle II

No.	Actions	Cycle I	Cycle II
1.	Using Classroom English in Teaching and Learning Processes	The use of classroom English was still minimum. I still used Indonesian translation when I explained something in English. When I asked students some questions to lead to the topic of the day, they were still shy to answer my questions in English. They preferred to say in Indonesian when I asked them questions. They only responded to my questions well in English	The students improve their classroom English production. They were familiar with English words and expressions so that I did not need to translate all my explanation since students already understood when I used synonyms or gestures. Most students could respond to my questions well. They could answer my question in English not only when greetings but also when answering my questions

		when I greeted them or asking their condition. They could also respond to my questions and used English expressions in simple way.	related to the materials although some of them still mispronounced. Besides, they looked confident to use the language functions for communications.
2.	Communicating the Objectives of the Lessons to the Students	I always communicated about what we were going to learn in every meeting in cycle I to the students through interaction. However, some students did not seem to be noticed the importance of the objectives of the lessons. It could be seen that when I asked them back about the objectives of the lesson, some students looked confused. However, generally, it was successful to motivate students to learn.	The objectives of the lessons were always communicated through interaction in every meeting in cycle II. They could respond well when I asked them the objectives of the lessons. It seemed that students understood the topic and language functions they would learn. By communicating about what we were going to learn to the students, it successfully motivated students to participate in the activities.
3.	Conducting Pre-Communicative	Commonly, the implementation of pre-communicative activities could allow students to comprehend expressions used in real life situation and allow students to practice their pronunciation and use the language functions accurately. Most students were enthusiastic in having pronunciation practice or grammar exercises together or in groups. However, when I asked them to volunteer themselves individually, most of them were passive and tended to be shy to share their ideas.	Pre-communicative activities seemed to be effective in preparing students to communicate. By having these activities, students got more opportunities to practice to manipulate sentence especially in terms of grammar and pronunciation. It could be seen that all students increased their participation in having pre-communicative activities. They also did not hesitate to volunteer themselves in discussing the tasks in groups, in pairs, or even individually.

4.	Conducting Communicative Activities	<p>a. Communicative activities were successful to improve their speaking skills. Through these activities they could get more opportunities to learn to use English for communication. Half of them were still shy to speak up in front of the class. However, at least, they could practice speaking with their partners.</p> <p>b. I tended to be focused on the activities for achieving my target to accomplish all the tasks mentioned in the lesson plan so that I little bit ignored the classroom management. Sometimes, I explained the materials too fast. Another problem was I still had low ability to control the class so that the class was noisy, especially when students performed the dialogue. In the next cycle, these cases needed to be improved.</p>	<p>a. Communicative activities were also successful to improve students' opportunities to learn to use English. The gaps provided were also successful in bridging the gaps among the students when they practiced to communicate both in pairs and in groups. It could be seen that most students could have a dialogue with others using some expressions fluently and accurately. Communicative activities also made the class alive. I could be seen that students looked confident in using English to speak up and did not get bored in joining the class activities.</p> <p>b. The problems of managing the class were rarely occurred in cycle II. The teaching and learning processes were conducive and effective so that the students could involve in every single activity well. The noise of the class could also be minimized through the use of lottery and simple quizzes in deciding the performance of the students.</p>
5.	Giving Feedback for Students' Pronunciation	Giving feedback for students' pronunciation was effective to improve students' participation in having pronunciation practices or having	The students could improve the participation not only I group tasks but also in individual tasks. Most of them did not looked shy in uttering words or expressing

		<p>dialogues with their partners. However, they still often made mistakes in pronouncing some words. Most of them still looked shy in asking questions or expressing something in English.</p>	<p>ideas in English. They made fewer mistakes during cycle II.</p>
6.	Giving Students a Handout for Daily Materials	<p>The handouts were very effective in helping students' learning the materials. The use of handouts could make students pay attention toward my explanation without wasting time to take notes.</p>	<p>The handouts were very effective in helping students' learning the materials. The use of handouts could make students pay attention toward my explanation without wasting time to take notes.</p>
7.	Asking Students to Bring a Dictionary	<p>Most of students brought their dictionaries in every meeting of cycle I. It could improve students' confidence to speak in English since if they knew what they were going to talk they seemed to be more confident to speak up. However, some students were still lazy to open their dictionary so that they just asked me or their friends when they found any difficulty so it made the class little bit noisy.</p>	<p>The dictionaries were brought by most of students brought in every meeting in cycle II. The dictionary could help them enrich their vocabulary, understand the materials, and improve their confidence to speak in English. It also made the teaching and learning processes run effectively and less noise was made since they could consult their dictionary instead of asking friends if they found any difficulty in learning English.</p>
8.	Using Media in Teaching and Learning Processes	<p>The use of the media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. Besides, the media could</p>	<p>The more varied media made students more excited and enthusiastic in joining the activities during cycle II. It also made students more attentive toward the lessons. Besides, the use of media could also improve students' motivation to learn</p>

		not only provide gaps for communication but also could be as guidance for students in speaking English.	that could be seen from the good participation of the students during the teaching and learning processes.
9.	Giving Rewards for Active Students	-	Giving rewards for active students successfully encouraged students to participate in every single activity of the lesson. The students also became more active not only in participating the class activities in groups or in pairs but also in doing individual tasks.

There were some changes as the results of this study. The changes happened to me, the students, the teaching and learning processes, and the collaborators. The details of the changes are presented below.

1. The Changes in Me

After conducting this research study, my professionalism as a student-teacher improved. I got better understanding about the nature of teaching and learning processes. I experienced to teach students with different characteristics. There were some students who learnt very fast and learnt slowly as well. Thus, it was important to consider individual differences in teaching the students. After conducting pre-communicative and communicative activities, I got more knowledge on how to prepare the students to do the tasks, how to make them understand, how to expose them to speak up, how to handle the students during the activities and how to give appropriate feedback. I became more aware that the students needed a lot of

encouragement, motivation, and exposures as well as a good atmosphere to make them involve in the class activities and be able to use the language fluently and accurately. I became more creative after experiencing the processes of designing the appropriate materials and media for the students. I became more aware that I needed to conduct various activities so that the students were not bored easily after experiencing the teaching and learning processes. Furthermore, I became more reflective since I had to always reflect to myself to change the students to be better. I needed to know what I said and what I did because it really impacted to the students.

2. The Changes in the Students

Being taught using communicative approach, the students became more responsive in joining the teaching and learning processes. They improved not only the quantity in producing the language but also the quality in speaking in English. They could use the language fluently and accurately. Having a lot of speaking practices through communicative activities in the forms of various information gaps and games supported by media, they were enthusiastic in joining the teaching and learning processes and encouraged to produce the language. The students became more confident in expressing themselves. They did not hesitate to ask me questions if they did not understand. They could actively volunteer themselves to accomplish every single activity in the class. They were active in discussing the tasks. Moreover, they could also construct correct grammatical expressions in different language functions and contexts after having some grammar exercises in contexts. They were also more aware of word stress in pronouncing words and intonation in pronouncing sentences

so that they made fewer mistakes in pronunciation after having pronunciation drilling and a lot of speaking practices.

3. The Changes in the English Teaching and Learning Processes

The English teaching and learning processes tended to be students-centered. The students got more opportunities to speak up. They got chances to ask, express ideas and feelings, and got feedback. Besides, the class activities became more interesting and fun since various activities were conducted supported by various materials and media. The teaching and learning activities did not only depend on the coursebook and LKS.

4. The Changes to the Collaborators

Being involved in this research study, the English teacher of SMP N 2 Depok and the observer got lots of experiences of how to teach English, especially teaching speaking. They got more knowledge in using classroom English during the teaching and learning processes, conducting various activities, using media to support students' learning and managing the class. They got better understanding of how to design appropriate and interesting materials, media and activities. They became more aware that conducting communicative activities for speaking practices was important to do to improve the students speaking' skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three sections: conclusions, implications, and suggestions. Those three sections are presented below.

A. Conclusions

The research findings and discussions presented in chapter IV showed that the students' speaking skills improved through communicative activities. In line with this, the findings presented in chapter IV had also led me to the following conclusions.

1. The teaching and learning process was found effective when it was well-design from the very beginning. At the beginning, communicating the objectives of the lessons through asking and answering activities accompanied by media stimulated the students to learn. It also increased students' attention toward the lessons. To be able to conduct the communicative activities, the students needed to understand the linguistic forms. It was reached through pre-communicative activities in the forms of comprehension-focused activities by giving input texts accompanied by comprehension questions and language-focused activities in the forms of pronunciation drilling and teaching grammar in context. Pronunciation drilling gave the students new experience to learn the word stress, phonetic transcriptions, and intonation and it made them very enthusiastic. The drilling was very important as reinforcement when the students wanted to speak in English. By understanding the linguistic forms through pre-communicative activities, the students understood the procedures of the communicative activities

in the forms of various information gaps activities and games through repeated explanation accompanied by media, examples and practices. Modelling a real situation was also done in conducting the communicative activities because it was effective to help students in accomplishing the activities. Therefore, they were ready to have communicative activities.

2. Classroom English accompanied by gestures was effective to make the students understand the English words and expressions. It also encouraged them to speak up.
3. Grouping the students was done in various ways such as by considering the students' characteristics or simply by counting or making lottery. When I mixed the students in such ways, the fast learners could help and also encouraged the slow learners to understand better and to improve the English production. It could also prevent the boredom among students when I changed their partners regularly. Moreover, the students were more motivated to involve in the class activities when it was done in groups or in pairs.
4. The students were very happy and enthusiastic in joining activities which were conducted individually, in groups, or in pairs when I gave them rewards. The rewards that I gave successfully motivated the students to learn.
5. Encouraging the students and making the learning processes at ease were effective to improve their involvements in the class activities. They successfully made the students not afraid of producing the language.

B. Implications

There are some implications in reference to the results of the implemented actions to improve the students' speaking skills. First, understanding the students is the basic requirement for the teachers to improve the students' speaking skills. Second, the teachers need to realize that they teach to serve the students so that there will be empathy between the teachers and the students. Therefore, it will create a good atmosphere that makes the students learn at ease. Third, it is better for the teachers to work collaboratively because when there is something bad the teachers can get criticism and suggestions to improve the teaching and learning processes better. Moreover, by working collaboratively they can see alternatives and share ideas to make those processes run more effectively.

C. Suggestions

Based on the conclusions and implications, some suggestions are offered for the English teachers and other researchers. The suggestions are as follows.

1. My Plans to Do Better

After conducting this action research, I should have more practices to use classroom English since it can really motivate students to learn. In addition to that, I should be more creative in creating activities and media to support the teaching and learning processes. It is also necessary for me to read more because the more I read the more knowledge I get. I can learn something new through reading. By knowing something, I hope I will do better.

2. Suggestions to the Collaborators

The collaborators should continue the successful actions that I had conducted. They should continue the efforts to improve the students' speaking skills. It is necessary for them to conduct various activities in teaching and learning processes so that the students will be more motivated to learn the subject. They need to give balanced proportions of pre-communicative and communicative activities so that the students can use the language for communications fluently and accurately. If the teachers want to make the students achieve the best in the teaching and learning processes, make sure that the students understand the tasks and materials. Furthermore, it is also important to improve the use of classroom English since it improves the students' familiarity with English words and sentences so that it can improve the students' English classroom production. Moreover, they can use various media to make the activities more interesting and enjoyable. They need to give more opportunities for the students to learn to use the language so that the students can be involved in every single activity designed by the teachers. Furthermore, they also need to solve the problems that have not been solved yet. The collaborators should recommend others to do the same to make the teaching and learning processes to be better.

3. Suggestions to the School

To support the teaching and learning processes, the school needs to allocate the funds to the development of the media and materials. The school needs to provide the students with adequate books since the students need a lot of exposures to master English language.

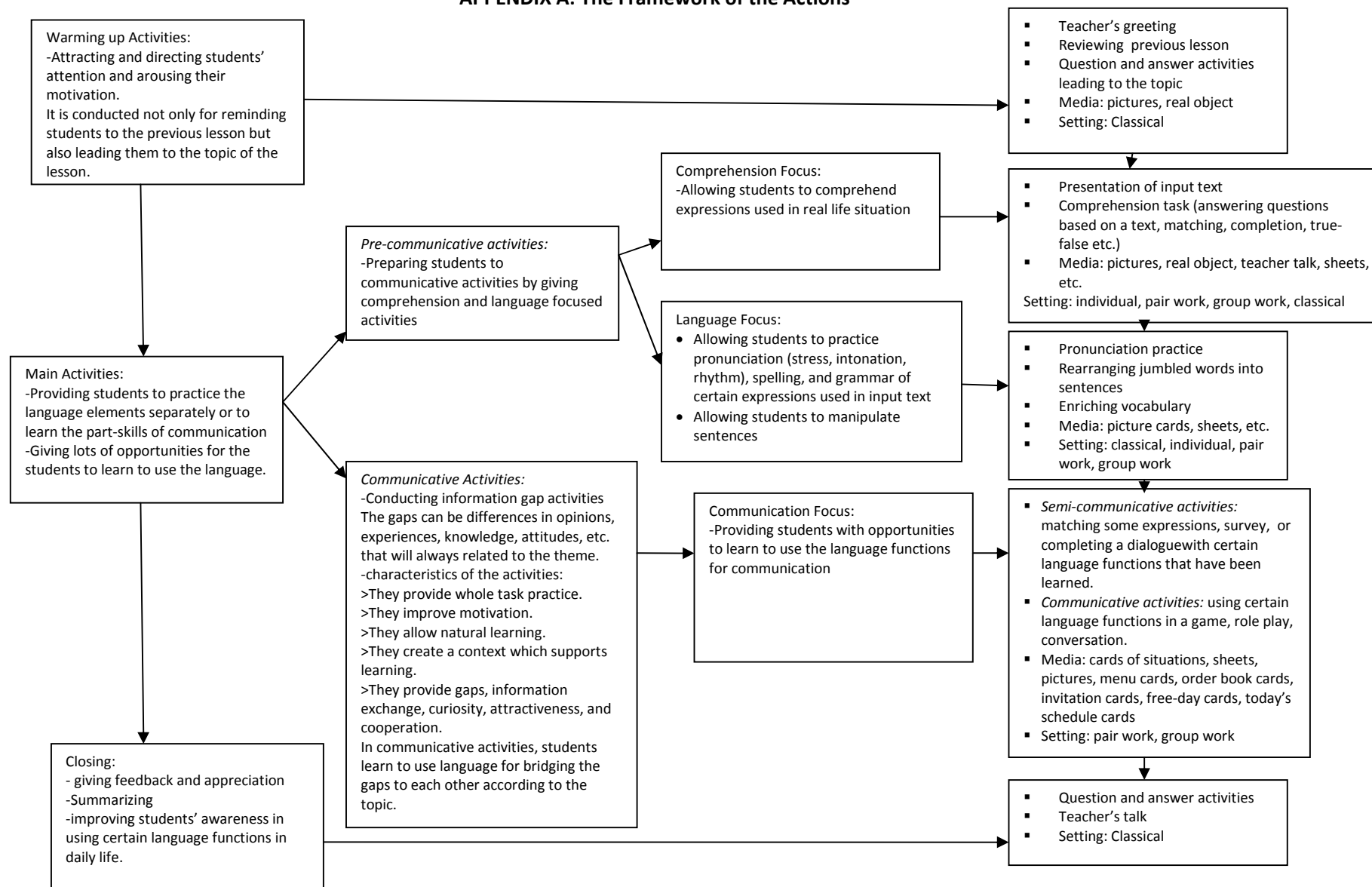
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APPENDICES

APPENDIX A: The Framework of the Actions



**APPENDIX B:
COURSE GRID**

School: SMP N 2 Depok, Sleman, Yogyakarta
Grade: VIII

Subject : English
Semester : I

Cycle	Basic competence	Standard competence	Theme	Indicators	Language Function and Expressions	Key vocabulary and Key Grammar	Functional texts and media	Communicative activities	Learning Activities	Sources
1: First Meeting	3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.	At School (2x40')	<ul style="list-style-type: none"> Students are able to pronounce words related to the class with correct stress (e.g. book, pen, dictionary, borrow, use, etc). Students are able to utter expressions of asking for, giving, and refusing goods/services in the class with correct stress, rhythm, and intonation. Students are able to use the pattern of asking for, giving, and refusing goods/services in the class with correct grammar. Students can use the expressions of asking for, giving, and refusing goods/services in the class through 	<p>Language Function: asking for, giving, and refusing goods/services in the class.</p> <p>Expressions:</p> <ul style="list-style-type: none"> ➢ Could you pass me that pen, please? ➢ Would you mind borrowing me your book? ➢ Sure, here you are. ➢ No, I'm busy. ➢ Can I help you? ➢ Yes, please. ➢ No, thanks. 	<p>Key vocabulary: school, class chair,, table, pen, pencil, dictionary, eraser, chalk, blackboard, whiteboard, board-marker,</p> <p>help, take, lose, return, could, would, lend, borrow, use, take, sit, ask, clean, accompany , want, agree.</p> <p>Key Grammar: Simple Present Tense</p>	<p>Input: A short dialogue of asking for, giving, and refusing goods/ser vices in the class</p> <p>Media: word search puzzles, card of situation, handout.</p>	<p>Exchanging goods/ser vices in the class based on cards of situation in pairs provided by cards of situations.</p>	<p>Warming up: (5')</p> <ol style="list-style-type: none"> Have you ever asked for something to your friend in the class? How do you say that? What is probably your friend respond? <p>Comprehension Focus: (10')</p> <ol style="list-style-type: none"> Asking students to find the meaning of some words related to the input text. Asking students to read the dialogue containing the intended expressions of asking for, giving, and refusing goods/ services, followed by comprehension questions and answers orally. <p>Language Focus: (10')</p> <ol style="list-style-type: none"> Spelling: Asking students to find some words in words search puzzles. Grammar:asking students to arrange the words in words search puzzles into a good 	<p>Function in English</p> <p>Keep Talking</p> <p>Oxford Advanced Learner's Dictionary</p>

				pair work activities with intelligible pronunciation and grammar.		<p><i>Can you, could you, will you, would you</i> are all followed by base form of <i>the verb</i>. <i>Would you mind</i> is followed by the <i>-ing</i> form. To agree with the request negative is needed. e.g. <i>Would you mind cleaning the classroom?</i> No, not at all.</p>			<p>sentence.</p> <p>3. Pronunciation: Drilling students with pronunciation practice of some words with correct stress and sentences with correct rhythm, and intonation (falling/rising) related to the class.</p> <p>Communication Focus: (50')</p> <ol style="list-style-type: none"> Asking students to give responses to the expressions of asking for goods/services based on the clues in pairs. Asking students to exchange goods/services in the class in pairs based on the provided situation and then act it out in front of the class. <i>Work in pairs. Take one of the following actions randomly. Then, exchange good/services using expressions of asking for, giving, and refusing goods/services. Then perform it in front of the class.</i> <p>Closing (5'): summarizing and reflecting.</p>	
1: Second Meeting	3. Expressing meaning of short and	3.1 Expressing meaning in simple transactional (to get things done)	At house (2x40')	<ul style="list-style-type: none"> Students are able to pronounce words related to the house with correct (e.g. cloth, 	Language Function: asking for, giving, and refusing	Key vocabulary: knock, open, clean,	Input: A dialogue of asking for,	Exchanging goods/services in the house	<p>Warming up: (5')</p> <ol style="list-style-type: none"> Do you usually help your mom to clean the house? What do you say if you want to offer a cup of 	Function in English Elementary

	simple transactional and interpersonal conversations to interact in daily life contexts.	and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.		<p>rubbish, kitchen, etc.)</p> <ul style="list-style-type: none"> • Students are able to utter expressions of asking for, giving, and refusing goods/services in the house with correct stress, rhythm, and intonation. • Students are able to use the pattern of asking for, giving, and refusing goods/services in the house with correct grammar. • Students can use the expressions of asking for, giving, and refusing goods/services in the house through group work activities with intelligible pronunciation and grammar. 	<p>goods/services at home.</p> <p>Expressions:</p> <ul style="list-style-type: none"> ➤ Could you clean your room, please? ➤ Do you mind washing the dishes? ➤ Yes, of course. ➤ I'm sorry, I'm busy. ➤ Can I help you? ➤ Yes, sure. ➤ No, thanks. 	<p>make, wash, iron, cut, close, pick up, paint, sweep, send, throw away, tidy up, door, floor, window, table, refrigerator, dish, rubbish, coat, cloth, grass, tea, room, telephone, letter, cigarette, bedroom</p> <p>Key Grammar: Simple Present Tense <i>Can you, could you, will you, would you</i> are all followed by base form of <i>the verb</i>. <i>Would you mind</i> is followed by the –</p>	<p>giving, and refusing goods/services in the kitchen.</p> <p>Media: Picture cards, Handout.</p>	<p>based on picture cards in pairs provided by picture cards.</p>	<p>coffee to your father?</p> <p>Comprehension Focus: (10')</p> <ol style="list-style-type: none"> 1. Asking students to find out the meaning of some words related to the input text. 2. Asking students to read a dialogue and answer the questions in the written form. <p>Language Focus: (15')</p> <ol style="list-style-type: none"> 1. Pronunciation Practice: Asking students to find the meaning of some words and practice to pronounce some words related to the house based on teacher's model of pronunciation. 2. Pronunciation practice. Asking students identify the intonation (rising/falling) of expressions of asking for, giving, and refusing goods/services at home, after that practice to pronounce the expressions based on teacher's model of pronunciation. <p>Communication Focus: (45') Asking students to exchange goods/services based on</p>	<p>communication Games</p> <p>Real Listening and Speaking 1</p> <p>Oxford Advanced Learner's Dictionary</p>
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						ingform. To agree with the request negative is needed. e.g. Would you mind closing the window? No, not at all.			<p>picture cards. <i>Divide the class into 2 groups. Each group will be given a set of pictures. Each student will get one of the pictures. The students who get picture with this (?) mark have to ask for a favour based on the picture. The other students who get this (✓) mark have to give/reject to give a favour according to the picture they have. Find one friend in your group who can give you a favour to be your partner.</i></p> <p><i>After each student have found their partners, make a group of six then exchange goods/services in front of the class based on the picture cards they get. Look at the example.</i></p> <p>Closing (5’): summarizing and reflecting.</p>	
1: Third Meeting	3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to	At the Restaurant (2x40’)	<ul style="list-style-type: none"> Students are able to pronounce words related to the fast food restaurant with correct stress (e.g. hamburger, pizza, menu, order, etc.) Students are able to utter expressions of asking for, giving, and refusing goods/services in 	<p>Language Function: asking for, giving, and refusing goods/services in the fast food restaurant.</p> <p>Expressions: ➤ Can I have a cup of tea, please? ➤ Sure, wait a</p>	Key vocabulary: apple pie, coffee, steak, tea, fried rice, cheese cake, ice cream, chicken soup, fruit salad, milk, vegetable soup,	Input: A recorded dialogue of asking for, giving, and refusing goods/services in a fast food restaurant.	Exchanging goods/services in the restaurant based on cards of menu and ordering card in a group of 4 provided by list of	<p>Warming up: (5’) 1. How often do you eat out? 2. What kind of restaurant do you like to go?</p> <p>Comprehension Focus: (10’) 1. Asking students to find the meaning of some words related to the input text. 2. Asking students to listen to a dialogue and containing expressions of</p>	<p>Function in English</p> <p>Tactics for Listening: 2nd Edition</p> <p>Real Listening and Speaking 1</p>

	contexts.	interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.		<p>the fast food restaurant with correct stress, rhythm, and intonation.</p> <ul style="list-style-type: none"> • Students are able to use the pattern of asking for, giving, and refusing goods/services in the fast food restaurant with correct grammar. • Students can use the expressions of asking for, giving, and refusing goods/services in the fast food restaurant through group work activities with intelligible pronunciation and grammar. 	<p>minute.</p> <ul style="list-style-type: none"> ➤ Can I get you anything to drink? ➤ Yes, please. ➤ No, thank you. 	<p>hamburger, appetizer, main dish, desert, waiter, waitress, customer, menu, order book order, drink, eat.</p> <p>Key Grammar: Simple Present Tense <i>Can you, could you, will you, would you</i> are all followed by base form of <i>the verb</i>. <i>Would you mind</i> is followed by the <i>-ing</i> form. To agree with the request negative is needed. e.g. Would you mind passing me the menu? No, not at all.</p>	<p>Media: Picture of food and drinks, List of Menu Card, Order book card, Handout.</p>	<p>menu cards and an order book card</p>	<p>asking for, giving, and refusing goods/services at the restaurant, and then answer the question in the written form. (Real rec. 21)</p> <p>Language Focus: (15')</p> <ol style="list-style-type: none"> 1. Spelling and pronunciation: Asking students to copy some words of foods and drinks into appetizers, main dishes, deserts, drinks columns, then practice to pronounce the words. 2. Grammar and Pronunciation: Asking students to arrange jumbled words into good expressions of asking for, giving, and refusing goods/services at the restaurant, then practice to pronounce the expressions by noticing the intonation (goes up or down at the end) <p>Communication Focus: (45')</p> <ol style="list-style-type: none"> 1. Asking students to work in pairs to do matching activity containing of expressions of asking for goods/services and the responses between a waiter/waitress and a customer. 	Oxford Advanced Learner's Dictionary
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									<p>2. Asking students to exchange goods/services in a fast food restaurant. <i>In groups of four, imagining that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange goods/services by using expressions of asking for, giving, and rejecting goods/services in the fast food restaurant based on your roles. Each customer has to order the menu with the tick mark on the menu cards. The waiter/waitress writes down the orders on the order book.</i></p> <p>Closing (5’): summarizing and reflecting.</p>	
2: First Meeting	3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.	3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily	Let’s go to the party (2x40’)	<ul style="list-style-type: none"> Students are able to pronounce words related to formal occasions (e.g. birthday party, graduation party, etc.) Students are able to utter expressions of inviting, accepting, and rejecting an invitation to 	<p>Language Function: inviting, accepting, and rejecting an invitation to formal occasions.</p> <p>Examples of expressions: ➤ Can you come to my birthday party?</p>	Key vocabulary: will/would, can/could, hear, sound, celebrate, hold, join, come, start, meet, accompany, news, dance party,	Input: A dialogue containing expressions of inviting, accepting, and rejecting an invitation between two	Inviting, accepting, and rejecting an invitation to a party in a group of three provided by flashcards.	<p>Warming up: (5’)</p> <ol style="list-style-type: none"> Have you ever celebrated your birthday? Did you invite your friend to go to your party? <p>Comprehension Focus: (10’)</p> <ol style="list-style-type: none"> Giving students a handout of list of vocabulary. Asking students to read the dialogue containing the intended expressions of inviting, accepting, and 	<p>Function in English</p> <p>Keep Talking</p> <p>World Link (Developing English Fluency) 2</p> <p>Oxford Advanced Learner’s</p>

		life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and congratulating.		<p>formal occasions with correct stress, rhythm, and intonation.</p> <ul style="list-style-type: none"> • Students are able to use the pattern of inviting, accepting, and rejecting an invitation to formal occasions with correct grammar. • Students can use the expressions of inviting, accepting, and rejecting an invitation to formal occasions through group work activities with intelligible pronunciation and grammar. 	<p>➤ Would you like to join me to my sister's wedding party?</p> <p>➤ Thank you, I'd like to very much.</p> <p>➤ That would be very nice.</p> <p>➤ Thank you, but I have something to do.</p> <p>➤ I'm very sorry, I can't.</p>	<p>birthday party, wedding party, anniversary party, graduation party, reunion party, farewell party, barbeque party, surprise party, invitation card, fun, nice, great, this evening, tonight, this afternoon, next week.</p> <p>Key grammar: <i>Do you want, would you like, how would you like</i> are followed by to infinitive. <i>Can/could you,</i></p>	<p>people about inviting to a party.</p> <p>Media: pictures, flashcards, handout</p>	<p>rejecting an invitation to go to a party, followed by comprehension questions and answers in the written form.</p> <p>Language Focus: (15')</p> <ol style="list-style-type: none"> 1. Asking students to mention some parties you know. Then, practice to pronounce those words based on the teacher's model. 2. Asking students to work in pairs to arrange some words into good expressions of inviting, accepting, and rejecting an invitation to a party. 3. Pronunciation practice <i>Your teacher will pronounce the expressions you have arranged in the arranging activity. Listen and repeat.</i> <p>Communication Focus: (45')</p> <ol style="list-style-type: none"> 1. Asking students to work in pairs to complete short dialogues based on the provided clues. 2. Asking students to invite, accept, and reject an invitation to a party in a group of three. <i>Make a group of three. There will be a picture card, an accepting card, and a rejecting card. A student who gets a</i> 	Dictionary
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						will/would you are followed by infinitive form of verb. Would you be interested in is followed by V-ing.			<p><i>picture card has to invite the other group members to a place based on the picture. The student who gets an accepting card has to accept the invitation and the student who gets a rejecting card has to reject the invitation.</i></p> <p>Closing (5’): summarizing and reflecting.</p>	
2: Second Meeting	3. Expressin g meaning of short and simple transactio nal and interperso nal conversati ons to interact in daily life contexts.	3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and	Free Time at Home (2x40’)	<ul style="list-style-type: none"> Students are able to pronounce words related to informal occasions at home (e.g. dinner, lunch, watching movies, doing homework, etc.) Students are able to utter expressions of inviting, accepting, and rejecting an invitation to informal occasions at home with correct stress, rhythm, and intonation. Students are able to use the pattern of inviting, accepting, and rejecting an invitation to 	Language Function: inviting, accepting, and rejecting an invitation to informal occasions at home. Examples of expressions: ➢ Would you like to come to my house for dinner? ➢ Great! ➢ I’d love to, but I’m very busy. ➢ Shall we do our homework together at my house? ➢ Sure. ➢ I don’t think I	Key vocabulary: dinner, lunch, video games, homework, movie, fried chicken, noodle, Sunday, Monday, Tuesday, Wednesday , Thursday, Friday, Saturday, interested in, refuse, reject, accept, agree, wonder perhaps, busy, free, finally.	Input: A video containin g expressio ns of inviting, accepting , and rejecting an invitation between two people for dinner. Media: pictures, invitation cards, Free-day cards, handout	Inviting, accepting, and refusing an invitation for doing the activity at home in a group of six provided by invitation cards and free-day cards.	<p>Warming up: (5’)</p> <ol style="list-style-type: none"> Have you ever invited your friend to have dinner at your house? How do you say that? <p>Comprehension Focus: (15’)</p> <ol style="list-style-type: none"> Asking students to find the meaning of some vocabulary related to the input text. Asking students to watch and listen to a video containing expressions of inviting, accepting, and rejecting an invitation between two people, then decide whether the statements are true/false. Asking students to watch the video again and ask them to identify the expressions of inviting, accepting, and refusing the invitation based on the video. 	Function in English Elementar y communic ation Games Tactics for Listening Oxford Advanced Learner’s Dictionary

		congratulating.		informal occasions at home with correct grammar. • Students can use the expressions of inviting, accepting, and rejecting an invitation to informal occasions at home through group work activities with intelligible pronunciation and grammar.	can't.	Key grammar: <i>Do you want, would you like, how would you like</i> are followed by to infinitive. <i>Can/could you, will/would you</i> are followed by infinitive form of verb. <i>Would you be interested in</i> is followed by V-ing.			<p>Language Focus: (10')</p> <ol style="list-style-type: none"> Asking students to pronounce some words related to activities at home with noticing the stress based on the teacher's model. Asking students to pronounce some expressions of inviting, accepting, and rejecting an invitation to do activities at home with noticing rhythm and intonation based on the teacher's model. <p>Communication Focus: (45')</p> <ol style="list-style-type: none"> Asking students to work in pairs to match expressions of inviting someone with the responses. Asking students to invite, accept, and refuse an invitation for doing the activity at home in a group of six provided by invitation cards and free-day cards. <i>Make a group of six. Each group will get a set of invitation cards and free-day cards. Three of you will get three invitation cards so you have to invite your partner to do the activity mentioned in the card at your house. The others will get three free-day so</i> 	
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									<p><i>you have to respond (accept/reject) your friends' invitation based on the cards. Each inviter should find the one who has a free day to do the activity at the inviter's house.</i></p> <p>Closing (5'): summarizing and reflecting.</p>	
2: Third Meeting	3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.	3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and congratulating.	Free Time at School (2x40')	<ul style="list-style-type: none"> Students are able to pronounce words related to events in extracurricular activities (e.g. drama, football match, dancing contest, etc.) Students are able to utter expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities with correct stress, rhythm, and intonation. Students are able to use the pattern of inviting, accepting, and rejecting an invitation to events in 	<p>Language Function: inviting, accepting, and rejecting an invitation to events in extracurricular activities</p> <ul style="list-style-type: none"> Why don't you go to the dancing contest at the school hall with me? I'd like nothing better Sorry, I can't. Can you come to the football match this evening? Certainly, I can. I'm very sorry I can't. 	<p>Key vocabulary: event, football match, dancing contest, drama, band performance, writing contest, speech contest, music, basketball match, field, school hall, watch, join, participate, see, want, fix, accompany, visit.</p> <p>Key grammar:</p>	<p>Input: Table of expression of inviting, accepting, and refusing an invitation to join events held by extracurricular activities.</p> <p>A dialogue containing expressions of inviting, accepting, and rejecting an invitation</p>	<p>Inviting, accepting, and refusing an invitation to join events held by extracurricular activities in a group of three provided by invitation cards and today's schedule cards</p>	<p>Warming up: (5')</p> <ol style="list-style-type: none"> Do you join any extracurricular activity? What extracurricular activity do you join? Does the activity hold some events? Have you ever invited your friend to go to the events in the extracurricular activities? <p>Comprehension Focus: (10')</p> <p>Asking students to do a sticking activity in a group of four by completing the table of expressions of inviting, accepting, and rejecting an invitation to extracurricular activities.</p> <p>Language Focus: (10')</p> <ol style="list-style-type: none"> Asking students to pronounce some words related to extracurricular activities with noticing the stress based on the teacher's model. Asking students to pronounce some 	<p>Function in English</p> <p>Elementary communication Games</p> <p>Keep talking</p> <p>Oxford Advanced Learner's Dictionary</p>

				<p>extracurricular activities with correct grammar.</p> <ul style="list-style-type: none"> Students can use the expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities through group work activities with intelligible pronunciation and grammar. 		<p><i>Do you want, would you like, how would you like</i> are followed by to infinitive. <i>Can/could you, will/would you</i> are followed by infinitive form of verb. <i>Would you be interested in</i> is followed by V-ing.</p>	<p>among three people.</p> <p>Media: Invitation cards, Today's schedule cards, Sticking papers,</p>		<p>expressions of inviting, accepting, and rejecting an invitation to extracurricular activities in the sticking activity with noticing rhythm and intonation based on the teacher's model.</p> <p>Communication Focus: (50')</p> <ol style="list-style-type: none"> Asking students to complete a dialogue containing expressions of inviting, accepting, and rejecting an invitation to extracurricular activities in a group of three. Asking students to invite, accept, and refuse an invitation to extracurricular activities in a group of three. <i>Make a group of three. Each group will get one invitation cards and two today's schedule cards. Give one card to each member of the group. The one who get the invitation card have to invite his/her partners to go to see the event in the extracurricular activity. His/her partners have to respond the invitation based on the today's schedule cards.</i> <p>Closing (5'): summarizing and reflecting.</p>	
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APPENDIX C

LESSON PLAN 1

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: At School
Skill	: Speaking
Language Function	: Asking for, giving, and refusing goods/services in the class.
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. Students are able to pronounce words related to the class with correct stress (e.g. book, pen, dictionary, borrow, use, etc).
2. Students are able to utter expressions of asking for, giving, and refusing goods/services in the class with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of asking for, giving, and refusing goods/services in the class with correct grammar.
4. Students can use the expressions of asking for, giving, and refusing goods/services in the class through pair work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services in the class through pair work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
school, class chair, table, pen, pencil, dictionary, eraser, chalk, blackboard, whiteboard, board-marker, help, take, lose, return, could, would, lend, borrow, use, take, sit, ask, clean, accompany, want, agree.
2. Input text (Attached)
3. Examples of expressions of asking for, giving, and refusing goods/services in the class.

- Could you pass me that pen, please?
- Would you mind borrowing me your book?
- Sure, here you are.
- No, I'm busy.
- Can I help you?
- Yes, please.
- No, thanks.

4. Grammar

Simple Present Tense

Can you, could you, will you, would you are all followed by base form of *the verb*.

Would you mind is followed by the *-ing* form. To agree with the request negative is needed.

e.g. Would you mind cleaning the classroom? No, not at all.

F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic.



Questions:

1. What does the girl give to the boy?
2. What does the boy probably say to borrow the book from the girl?
3. What is probably the girl's response?

2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

1. Asking students to find the meaning of some words related to the input text.
2. Asking students to read the dialogue containing the intended expressions of asking for, giving, and refusing goods/ services, followed by comprehension questions and answers orally.

b. Language Focus (10')

1. Spelling: Asking students to find some words in words search puzzles.
2. Grammar: asking students to arrange the words in words search puzzles into a good sentence.

3. Pronunciation: Drilling students with pronunciation practice of some words with correct stress and sentences with correct rhythm, and intonation (falling/rising) related to the class.

Communicative Activities

c. Communication Focus (50')

1. Asking students to give responses to the expressions of asking for goods/services based on the clues in pairs.
2. Asking students to exchange goods/services in the class in pairs based on the provided situation and then act it out in front of the class.

'Helping my classmate activity'

Work in pairs. Take one of the following actions randomly. Then, exchange good/services using expressions of asking for, giving, and refusing goods/services. Then perform it in front of the class.

3. POST-Teaching (5')

Closing: summarizing, reflecting, praying.

H. Learning Sources

- Blundell, J., Higgins, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Homby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Klippel, F. 1991. *Keep Talking*. Cambridge: Cambridge University Press.

I. Equipments and Media

Equipment: laptop, LCD projector, whiteboard, etc.

Media: word search puzzles, cards of situation.

J. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, September 4, 2012
Teacher,

Yanuar Rizki Fauziah
NIM. 08202241008

LESSON PLAN 2

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: At House
Skill	: Speaking
Language Function	: Asking for, giving, and refusing goods/services at home.
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. Students are able to pronounce words related to the house with correct (e.g. cloth, rubbish, kitchen, etc.)
2. Students are able to utter expressions of asking for, giving, and refusing goods/services in the house with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of asking for, giving, and refusing goods/services in the house with correct grammar.
4. Students can use the expressions of asking for, giving, and refusing goods/services in the house through group work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services in the house through group work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
knock, open, clean, make, wash, iron, cut, close, pick up, paint, sweep, send, throw away, tidy up, door, floor, window, table, refrigerator, dish, rubbish, coat, cloth, grass, tea, room, telephone, letter, cigarette, bedroom.
2. Input text (Attached)

3. Examples of expressions of asking for, giving, and refusing goods/services in the class.

- Could you pass me that pen, please?
- Would you mind borrowing me your book?
- Sure, here you are.
- No, I'm busy.
- Can I help you?
- Yes, please.
- No, thanks.

4. Grammar

Simple Present Tense

Can you, could you, will you, would you are all followed by base form of *the verb*.

Would you mind is followed by the *-ing* form. To agree with the request negative is needed.

e.g. Would you mind cleaning the classroom? No, not at all.

F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic.



Questions:

1. How many people are in the picture?
2. What is the woman doing?
3. What is the girl doing?
4. What does the woman probably say to ask the girl to wash the dishes?
5. Do you usually help your mom or your dad at home?

2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

1. Asking students to find the meaning of some words related to the input text.
2. Asking students to read the dialogue containing the intended expressions of asking for, giving, and refusing goods/ services, followed by comprehension questions and answers orally.

b. Language Focus (10')

1. Spelling: Asking students to find some words in words search puzzles.

2. Grammar: asking students to arrange the words in words search puzzles into a good sentence.
3. Pronunciation: Drilling students with pronunciation practice of some words with correct stress and sentences with correct rhythm, and intonation (falling/rising) related to the class.

Communicative Activities

c. Communication Focus (50')

Asking students to exchange goods/services in the class in pairs based on the provided situation and then act it out in front of the class.

'Giving me a favour activity'.

Work in pairs. Take one of the following actions randomly. Then, exchange good/services using expressions of asking for, giving, and refusing goods/services. Then perform it in front of the class.

3. POST-Teaching (5')

Closing: summarizing, reflecting, praying.

H. Learning Sources

- Blundell, J., Higgins, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Craven, M. 2008. *Real Listening and Speaking 1*. Cambridge: Cambridge University Press.
- Hadfield, J. 1984. *Elementary Communication Games*. Surrey: Thomas Nelson and Sons Ltd.
- Homby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

I. Equipments and Media

Equipment: laptop, LCD projector, whiteboard, etc.

Media: Pictures, Picture cards.

J. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, September 4, 2012

Teacher,

Yanuar Rizki Fauziah

NIM. 08202241008

LESSON PLAN 3

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: At the Restaurant
Skill	: Speaking
Language Function	: Asking for, giving, and refusing goods/services at the restaurant
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. Students are able to pronounce words related to the fast food restaurant with correct stress (e.g. hamburger, pizza, menu, order, etc.)
2. Students are able to utter expressions of asking for, giving, and refusing goods/services in the fast food restaurant with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of asking for, giving, and refusing goods/services in the fast food restaurant with correct grammar.
4. Students can use the expressions of asking for, giving, and refusing goods/services in the fast food restaurant through group work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of asking for, giving, and refusing goods/services at the restaurant through group work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
apple pie, coffee, steak, tea, fried rice, cheese cake, ice cream, chicken soup, fruit salad, milk, vegetable soup, hamburger, appetizer, main dish, desert, waiter, waitress, customer, menu, order book, order, drink, eat.
2. Input text (Attached)
3. Examples of expressions of asking for, giving, and refusing goods/services in a fast food restaurant.

- Can I have a cup of tea, please?
- Sure, wait a minute.
- Can I get you anything to drink?
- Yes, please.
- No, thank you.

4. Grammar

Simple Present Tense

Can you, could you, will you, would you are all followed by base form of *the verb*.

Would you mind is followed by the *-ing* form. To agree with the request negative is needed.

e.g. Would you giving me the menu? No, not at all.

F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic.

		<p>Questions:</p> <ol style="list-style-type: none"> 1. How often do you eat out? 2. What kind of restaurant do you like to go? 3. Do you like to go the fast food restaurant? 4. What kinds of food and drink do you often find in a fast food restaurant?
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2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

Asking students to listen to a dialogue and containing expressions of asking for, giving, and refusing goods/services at the restaurant, and then answer the question in the written form.

b. Language Focus (10')

1. Drilling students with pronunciation practice of some words taken from the recording.
2. Drilling students with pronunciation practice of some expressions of asking for, giving, and refusing goods/services at the restaurant taken from the recording.
3. Spelling and pronunciation: Asking students to copy some words of foods and drinks into appetizers, main dishes, deserts, drinks columns, then practice to pronounce the words.

4. Grammar and Pronunciation: Asking students to arrange jumbled words into good expressions of asking for, giving, and refusing goods/services at the restaurant, then practice to pronounce the expressions by noticing the intonation (goes up or down at the end)

Communicative Activities

c. Communication Focus (50')

1. Asking students to work in pairs to match each question with each reply. Imagine that you are a waiter/waitress and a customer. Match each question (a-e) with a reply (1-5)
2. Asking students to exchange goods/services in a fast food restaurant in groups of 4 based on the provided situation and then act it out in front of the class.
'Serving the customers activity'
In groups of four, imagine that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange goods/services by using expressions of asking for, giving, and rejecting goods/services in the fast food restaurant based on your roles. Each customer has to order the foods and drinks with the tick (✓) marks on the menu cards. The waiter/waitress has to write down the orders on the order book.

3. POST-Teaching (5')

Closing: summarizing, reflecting, praying.

H. Learning Sources

- Blundell, J., Higgins, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Craven, M. 2008. *Real Listening and Speaking 1*. Cambridge: Cambridge University Press.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Richards, J. C. 2003. *Basic Tactics for Listening: 2nd Edition*. New York: Oxford University Press.

I. Equipment and Media

Equipment: laptop, LCD projector, whiteboard, room speaker, etc.

Media: picture of foods and drinks, list of menu cards, order book cards.

J. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, September 4, 2012
Teacher,

Yanuar Rizki Fauziah
NIM. 08202241008

LESSON PLAN 4

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: Let's go to the party
Skill	: Speaking
Language Function	: Inviting, accepting, and rejecting an invitation to formal occasions.
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and congratulating.

C. Indicators

1. Students are able to pronounce words related to formal occasions (e.g. birthday party, graduation party, etc.)
2. Students are able to utter expressions of inviting, accepting, and rejecting an invitation to formal occasions with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of inviting, accepting, and rejecting an invitation to formal occasions with correct grammar.
4. Students can use the expressions of inviting, accepting, and rejecting an invitation to formal occasions through group work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of inviting, accepting, and rejecting an invitation to formal occasions through group work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
will/would, can/could, hear, sound, celebrate, hold, join, come, start, meet, accompany, news, dance party, birthday party, wedding party, anniversary party, graduation party, reunion party, farewell party, barbeque party, surprise party, invitation card, fun, nice, great, this evening, tonight, this afternoon, next week.
2. Input text (Attached)
3. Examples of expressions inviting, accepting, and rejecting an invitation to formal occasions.
 - Can you come to my birthday party?
 - Would you like to join me to my sister's wedding party?

- Thank you, I'd like to very much.
- That would be very nice.
- Thank you, but I have something to do.
- I'm very sorry, I can't.

4. Grammar

Do you want, would you like, how would you like are followed by to infinitive.

Can/could you, will/would you are followed by infinitive form of verb.

Would you be interested in is followed by V-ing.


F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic.

	<ul style="list-style-type: none"> ⊙ Have you ever celebrated your birthday? ⊙ Did you invite your friend to go to your party?
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2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

Asking students to read the dialogue containing the intended expressions of asking for, giving, and refusing goods/ services, followed by comprehension questions and answers in the written forms.

b. Language Focus (10')

1. Asking students to have pronunciation practice of some words taken from the input text with correct stress.
2. Asking students to have pronunciation practice of some expressions of inviting, accepting, and rejecting an invitation taken from the input text with correct rhythm, and intonation (falling/rising) then explaining the expressions of inviting, accepting, and rejecting an invitation to some parties.
3. Asking students to work in groups of 3 to do a sticking activity by arranging some words into good expressions of inviting, accepting, and rejecting an invitation.

Communicative Activities

c. Communication Focus (50')

1. Asking students to do a survey game using expressions of inviting, accepting, and rejecting an invitation.

Make a group of six. One of you will be a surveyor and the others are the persons which are surveyed. The surveyor will get a survey card which contains of an invitation to a party and 2 questions. Invite your partner to the party and answer the questions in the car. The partners just need to say 'yes' if you want to go to the party and say 'no' if you don't.

2. Asking students to invite, accept, and refuse an invitation to a party in groups of 3 provided by picture cards, accepting cards and rejecting cards and then act it out in front of the class.

'Inviting to the party activity'

Make a group of three. There will be a picture card, an accepting card, and a rejecting card. A student who gets a picture card has to invite the other group members to a place based on the picture. The student who gets an accepting card has to accept the invitation and the student who gets a rejecting card has to reject the invitation.

3. POST-Teaching (5')

Closing: summarizing, reflecting, praying.

3. Learning Sources

- Blundell, J., Higgins, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Homby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Klippel, F. 1991. *Keep Talking*. Cambridge: Cambridge University Press.
- Stempleski, S. 2005. *World Link 2: Developing English Fluency*. Bolton: Thomson.

4. Equipments and Media

Equipment: laptop, LCD projector, whiteboard, etc.

Media: real objects (invitation cards), picture cards, accepting cards, rejecting cards.

5. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, October 4, 2012
Teacher,

Yanuar Rizki Fauziah
NIM. 08202241008

LESSON PLAN 5

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: Free Time
Skill	: Speaking
Language Function	: Inviting, accepting, and rejecting an invitation to informal occasions at home.
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and congratulating.

C. Indicators

1. Students are able to pronounce words related to related to informal occasions at home (e.g. dinner, lunch, watching movies, doing homework, etc.)
2. Students are able to utter expressions of inviting, accepting, and rejecting an invitation to informal occasions at home with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of inviting, accepting, and rejecting an invitation to informal occasions at home with correct grammar.
4. Students can use the expressions of inviting, accepting, and rejecting an invitation to informal occasions at home through group work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of inviting, accepting, and rejecting an invitation to informal occasions at home through group work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
dinner, lunch, video games, homework, movie, fried chicken, noodle, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, interested in, refuse, reject, accept, agree, wonder perhaps, busy, free, finally.
2. Input text (Attached)
3. Examples of expressions of inviting, accepting, and rejecting an invitation to informal occasions at home.

- Would you like to come to my house for dinner?
- Great!
- I'd love to, but I'm very busy.
- Shall we do our homework together at my house?
- Sure.
- I don't think I can't.

4. Grammar

Do you want, would you like, how would you like are followed by to infinitive.

Can/could you, will/would you are followed by infinitive form of verb.

Would you be interested in is followed by V-ing.

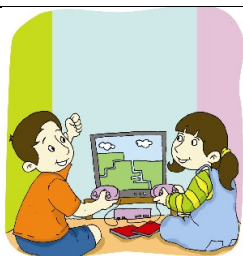
F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic orally.

	<ul style="list-style-type: none"> ⊙ Have you invite your friend for playing games at your house? ⊙ How do you say that?
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2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

Asking students to watch and listen the conversation between two people in their office, then asking them to decide whether the statements are true (T) or false (F) with their evidence in the answers sheets provided.

b. Language Focus (10')

1. Asking students to have pronunciation practice of some words taken from the input text and some other words with correct stress.
2. Asking students to have pronunciation practice of some expressions of inviting, accepting, and rejecting an invitation taken from the input text and some other expressions with correct rhythm, and intonation (falling/rising) and explaining those expressions.

Communicative Activities

c. Communication Focus (50')

1. Asking students to work in pairs to match expressions of inviting someone with the responses in pairs.
2. Asking students to invite, accept, and refuse an invitation for doing the activity at home in groups of six provided by invitation cards and free-day cards.

'Finding a day activity'

Make a group of six. Each group will get a set of invitation cards and free-day cards. Three of you will get three invitation cards so you have to invite your partner to do the activity mentioned in the card at your house. The others will get three free-day so you have to respond (accept/reject) your friends' invitation based on the cards. Each inviter should find the one who has a free day to do the activity at the inviter's house.

3. POST-Teaching (5')

Closing: summarizing, reflecting, praying.

H. Learning Sources

- Blundell, J., Higgins, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Hadfield, J. 1984. *Elementary Communication Games*. Surrey: Thomas Nelson and Sons Ltd.
- Homby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Richards, J. C. 2003. *Basic Tactics for Listening: 2nd Edition*. New York: Oxford University Press.

I. Equipments and Media

Equipment: laptop, LCD projector, whiteboard, etc.

Media: pictures, invitation cards, free-day cards.

J. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, October 4, 2012
Teacher,

Yanuar Rizki Fauziah
NIM. 08202241008

LESSON PLAN 6

School	: SMP N 2 Depok, Sleman, Yogyakarta
Subject	: English
Grade/ Semester	: VIII/1
Theme	: Free Time
Skill	: Speaking
Language Function	: Inviting, accepting, and rejecting an invitation to events in extracurricular activities
Time allocation	: 2 x 40 minutes

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently and acceptable to interact in daily life contexts with the use of language functions such as inviting, accepting, and rejecting invitation, agreeing or disagreeing, complimenting, and congratulating.

C. Indicators

1. Students are able to pronounce words related to events in extracurricular activities (e.g. drama, football match, dancing contest , etc.)
2. Students are able to utter expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities with correct stress, rhythm, and intonation.
3. Students are able to use the pattern of inviting, accepting, and rejecting an invitation to events in extracurricular activities with correct grammar.
4. Students can use the expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities through group work activities with intelligible pronunciation and grammar.

D. Learning Objectives

Students are able to use the expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities through group work activities with intelligible pronunciation and grammar.

E. Learning Materials

1. Vocabulary related to the topic
event, football match, dancing contest, drama, band performance, writing contest, speech contest, music, basketball match, field, school hall, watch, join, participate, see, want, fix, accompany, visit.
2. Input text (Attached)
3. Examples of expressions of asking inviting, accepting, and rejecting an invitation to events in extracurricular activities.

- Why don't you go to the dancing contest at the school hall with me?
- I'd like nothing better
- Sorry, I can't.
- Can you come to the football match this evening?
- Certainly, I can.
- I'm very sorry I can't.

4. Grammar

Do you want, would you like, how would you like are followed by to infinitive.

Can/could you, will/would you are followed by infinitive form of verb.

Would you be interested in is followed by V-ing.

F. Teaching Method

Contextual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching (5')

- a. Greeting
- b. Praying
- c. Checking students' attendance
- d. Warming up by giving questions leading to the topic orally.



Basketball extracurricular

- ▶ Do you join any extracurricular activity?
- ▶ What extracurricular activity do you join?
- ▶ Does the activity hold some events?
- ▶ Have you ever invited your friend to go to the events in the extracurricular activities?

2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Comprehension Focus (10')

Asking students to do sticking activity by sticking some expressions to the right tables of inviting someone accepting an invitation, and refusing an invitation in groups of 4.

b. Language Focus (10')

1. Asking students to have pronunciation practice of some words with correct stress.
2. Asking students to have pronunciation practice of some expressions of inviting, accepting, and rejecting an invitation taken from the sticking activity with correct rhythm, and intonation (falling/rising) and explaining those expressions.

Communicative Activities

c. Communication Focus (50')

1. Asking students to complete a dialogue containing expressions of inviting, accepting, and rejecting an invitation to extracurricular activities in pairs.

2. Asking students to invite, accept, and refuse an invitation to extracurricular activities in groups of three.

‘Filling the schedule activity’

Make a group of three. Each group will get one invitation cards and two today’s schedule cards. Give one card to each member of the group. The one who get the invitation card have to invite his/her partners to go to see the event in the extracurricular activity. His/her partners have to respond the invitation based on the today’s schedule cards.

3. POST-Teaching (5’)

Closing: summarizing, reflecting, praying.

H. Learning Sources

- Blundell, J., Higgins, J. and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Hadfield, J. 1984. *Elementary Communication Games*. Surrey: Thomas Nelson and Sons Ltd.
- Homby, A.S. 1995. *Oxford Advanced Learner’s Dictionary*. Oxford: Oxford University Press.
- Klippel, F. 1991. *Keep Talking*. Cambridge: Cambridge University Press.

I. Equipments and Media

Equipment: laptop, LCD projector, whiteboard, etc.

Media: pictures, invitation cards, today’s schedule cards, sticking papers

J. Assessment

- Technique: Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, October 4, 2012

Teacher,

Yanuar Rizki Fauziah

NIM. 08202241008


APPENDIX D: TASKS

FIRST CYCLE

1ST MEETING

Warming up:

Look at the picture and discuss the questions with your friends orally.

	<p>Questions:</p> <ol style="list-style-type: none"> 1. What does the girl give to the boy? 2. What does the boy probably say to borrow the book from the girl? 3. What is probably the girl's response?
---	---

Comprehension Focus: input text

Task 1

Study and practice the following conversation. Then answer the questions orally.

Below is the conversation among Tiara, Nina, and Larasin their class.

Tiara : Hi Nina, you look puzzles. What's wrong?

Nina : Hi Tiara. I'm looking for my pencil. I think I've lost it. Will you lend me your pencil, please?

Tiara : Sure, here you are.

Nina : Thank you Tiara

Tiara : You're welcome. Anything else?

Nina : No, thanks.

(Suddenly Laras is coming)

Laras : Hi, Tiara. I heard that you have a new novel.

Tiara : Yeah.

Laras : Is it interesting?

Tiara : Certainly.

Laras : Can I borrow it?

Tiara : Yes, sure. Here you are. Can you return it next week?

Laras : Of course. Thank you very much.

Tiara : Don't mention it.

Answer the questions orally:

- 1) What is the text about?
- 2) Where does the conversation happen?
- 3) How many people are involved in the conversation?
- 4) What does Nina borrow from Tiara?
- 5) What does Nina say to borrow it from Tiara?
- 6) What does Tiara say to respond to Nina?
- 7) What does Laras borrow from Tiara?
- 8) What does Laras say to borrow it from Tiara?
- 9) What does Tiara say to respond to Laras?

Language Focus

Task 2

Your teacher will pronounce some words taken from the text you have read. Listen and repeat.

Can/kæn/	Help /help/	Respond /rɪˈspɒnd/
Will/wɪl/	Borrow /ˈbɒr.ə/	Pencil /ˈpen.tɪ.səl/
Lend /lend/	Offer /ˈɒf.ə/	Novel /ˈnɒv.əl/
Lose /luːz/	Refuse /rɪˈfjuːz/	Next week /nekst wiːk/
Else /els/	Return /rɪˈtʌn/	Certainly /ˈsɜː.tən.li/

You have more words to learn to use the language functions in different situations.

Your teacher will pronounce the following words. Listen and repeat.

Words (noticing stress):

NOUNS:

Book /bʊk/	Whiteboard /ˈwaɪt.bɔːd/
Chair /tʃeə/	Eraser /ɪˈreɪ.zər/
Chalk /tʃɔːk/	Library /ˈlaɪ.brər.i/
Table /ˈteɪ.bəl/	activity/ækˈtɪv.ə.ti/
Blackboard /ˈblæk.bɔːd/	Dictionary /ˈdɪk.ʃən.ri/

VEERBS

Sit /sɪt/	Take /teɪk/
Lend /lend/	could /kəd/
clean /kliːn/	Would /wəd/
Move /muːv/	Ask /ɑːsk/
Use /juːz/	Agree /əˈɡriː/
Help /help/	Borrow /ˈbɒr.ə/
Want /wɒnt/	Accompany /əˈkʌmp.ni/

Task 3

Your teacher will pronounce the following expressions. Listen and repeat.

➤ Will you lend me your pencil? → ➤ Will you lend me your dictionary? → ➤ Can you pass me that pen, please? → ➤ Can you return it next week? ➤ Can I help you? →	Expressions of asking for goods/services.
➤ Sure, here you are. → ➤ Yes, please. →	Expressions of giving goods/services
➤ No, I'm busy. → ➤ No, thanks →	Expressions of refusing goods/services.

Grammar:

Asking for goods/service using will/can: Can/will+S+V1+O?

Task 4

In groups of four, circle some words and a punctuation mark related to ask for, give, and refuse goods/services in the class in the words search puzzles below vertically or horizontally. Each word starts with the bold letter. Then copy the words to the box.

Y	W	T	H	E	G	T	B
H	I	W	F	B	N	H	O
C	L	D	H	J	T	E	O
K	L	V	Y	O	U	H	K
F	T	K	U	S	Y	T	J
B	R	I	N	G	U	O	G
Q	E	T	H	K	L	B	Q
W	L	I	B	R	A	R	Y
B	N	F	T	Y	U	A	?

Arrange the words you have copied in the box above into an expression of asking for something.

A	S	R	T	Y	U	I	X
C	C	W	F	B	N	J	K
V	A	Q	A	X	C	B	N
G	N	G	H	M	N	K	L
Y	V	B	O	F	J	M	N
N	A	R	T	F	H	K	L
K	C	O	U	R	S	E	C
L	D	T	K	L	R	S	R
P	X	C	V	B	N	H	.

Arrange the words you have copied in the box above into an expression of giving something.

A	F	K	L	R	T	Y	P
W	C	A	N	L	D	G	E
R	F	F	Q	F	H	K	N
V	V	V	R	Y	O	U	K
B	P	B	T	S	F	K	P
G	A	N	H	V	G	R	E
K	S	Y	M	Q	O	P	L
L	S	K	E	V	B	N	D
Q	G	T	H	A	T	S	?

Arrange the words you have copied in the box above into an expression of giving something

S	R	W	T	Y	N	O	J
D	I	K	G	O	P	L	K
F	G	A	M	W	T	K	L
G	J	Z	C	B	M	D	W
J	N	S	T	K	V	B	T
N	B	Z	D	R	E	T	U
M	U	W	R	H	R	J	L
R	S	F	T	Y	Y	V	C
T	Y	Q	T	N	M	K	.

Arrange the words you have copied in the box above into an expression of refusing something.

Your teacher will pronounce the expressions you have arranged in the word search puzzles. Repeat after the teacher.

*) I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Communication Focus:

Task 5

1. Work in pairs. Give responses to the following expressions. Look at the example.

A: *Will you lend me your pen?*

B: *Sure. Here you are.*

- 1) A: Can I use your ruler?

B: _____. I am using it.

- 2) A: Can you bring these books for me, please?

B: _____.

- 3) A: Could I borrow your dictionary?

B: _____. Here you are.

- 4) A: Would you mind type this letter for me, please?

B: _____. I'll do it.

Task 6

2. Do 'Helping my classmate activity'.

Work in pairs. Each pair will get pairs of cards. If you have A1, then your partner is B1. Make sure for not showing each other's card. After that, exchange good/services using expressions of asking for, giving, and refusing goods/services with your partner. Then perform it in front of the class.

<p style="text-align: center;">A1</p> <p>1. You ask your classmate to lend his/her dictionary. You cannot help your friend because you want to help your mother to clean your house.</p>	<p style="text-align: center;">B1</p> <p>1. You agree to lend something to your partner. 2. You ask your friend to accompany you to the bookstore.</p>
<p style="text-align: center;">A2</p> <p>1. You want your partner to accompany you to the library. You refuse to help your friend because you have an extracurricular activity.</p>	<p style="text-align: center;">B2</p> <p>1. You agree to help your friend. 2. You want your friend to help you cleaning the class after school.</p>
<p style="text-align: center;">A3</p> <p>1. You ask your classmate to sit beside you. 2. You ask him/her to move his/her chair near you.</p>	<p style="text-align: center;">B3</p> <p>1. You agree to do something for your friend. 2. You agree to do something for your friend.</p>
<p style="text-align: center;">A4</p> <p>1. You ask your classmate to take his/her English book in his/her bag. 2. You agree to share your book together with your friend.</p>	<p style="text-align: center;">B4</p> <p>1. You do not bring the book. 2. You want to borrow your friend's book.</p>

<p style="text-align: center;">A5</p> <ol style="list-style-type: none"> 1. You ask your classmate to clean the blackboard. 2. You agree to do something for your friend. 	<p style="text-align: center;">B5</p> <ol style="list-style-type: none"> 1. You agree to do something for your friend. 2. You ask your friend to take some chalks in teachers' office.
<p style="text-align: center;">A6</p> <ol style="list-style-type: none"> 1. You ask your classmate to accompany you to the library. 2. You agree to do something for your friend. 	<p style="text-align: center;">B6</p> <ol style="list-style-type: none"> 1. You cannot do something for your friend because you want to go to the canteen. 2. You ask your friend to pass the eraser in front of him/her.

Notes: The cards are cut down into pieces.

2ND MEETING

Warming up:

Look at the picture and discuss the questions with your friends orally.



Questions:

1. How many people are in the picture?
2. What is the woman doing?
3. What is the girl doing?
4. What does the woman probably say to ask the girl to wash the dishes?
5. Do you usually help your mom or your dad at home?

Comprehension Focus:

Task 1

In pairs, study and practice the following conversation between Dona and her mother in the kitchen. Then, answer the questions in the written form.

Below is the conversation between Dona and her mother in the kitchen.

Dona : Hi, Mom. What are you cooking?

Dona's mother: Well. I'm cooking fried rice, your favorite food.

Dona : Wow, great. Thanks, Mom.

Dona's mother: You're welcome. Can you pass me the fried onion, please?

Dona : Sure, here you are.

Dona's mother: Thanks, dear.

Dona : You're welcome. Can I taste it?

Dona's mother: Yes, sure. By the way, are you busy, dear?

Dona : No, what's wrong?

Dona's mother: Will you help me to wash the dishes?

Dona : Yes, I will.

Dona's mother: Thanks.

Dona : Don't mention it.

Questions:

1. What is the text about?
2. What is Dona's mother cooking?
3. What does Dona's mother say to ask Dona to pass the fried onion?
4. What does Dona say to respond to her mother?
5. What does Dona say to taste the food?
6. What does her mother say to respond to Dona?
7. What does Dona's mother say to ask Dona to wash the dishes?
8. What does Dona say to respond to her mother?

Language Focus:

Task 2

The following words are taken from the text you have read. Your teacher will pronounce the words. Listen and repeat.

Get /get/ Cook /k k/ Food /fu d/ Dish /d t/	Wash /w / Taste /te st/ Great /gre t/ Kitchen /k t . ə n/	Onion / n.j n/ Favorite /fe .v ə r. t/
--	--	---

Task 3

Look at the answers number (3-8) of the questions you have done in task 1. Your teacher will pronounce the expressions. Listen and repeat.

- Can you pass me the fried onion, please?
- Sure, here you are.
- Can I taste it?
- Yes, sure.
- Will you help me to wash the dishes?
- Yes, I will

Task 4

Find the meaning of the following words and practice to pronounce those words after the teacher. *)

send /send/:	coat /ko t/:	bedroom / bed.r m/:
clean /kli n/:	cloth /kl /:	pick up /p k. p/:
cut /k t/:	grass /gr s/:	rubbish /r b. b/:
close /kl z/:	room /ru m/:	letter / let. r /:
wash /w /:	broom /bru m/	table /te .bl /:
dish /d t/:	door /d r /:	tidy up /ta .di p/:
sweep /swi p/:	floor /fl r /:	telephone /tel. .fə n/:
paint /pe nt/:	open / .p n/:	cigarette /s g. ə r et/:
make /me k/	iron /a ən/:	throw away / rə .ə. we /:
knock /n k/:	window /w n.də /:	refrigerator /r fr d . ə r.e .tə r/:

Task 5

Work in pairs. Look at expressions below. Decide if the intonation goes up or down at the end. Tick (✓) your answers. Then, your teacher is going to pronounce them. Listen and repeat. *)

No.	Expressions	intonation	
		up	down
1.	Could you open the door please?	✓	
2.	Can I help you?		
3.	Yes please.		
4.	No, thanks.		
5.	Would you mind borrowing me the broom?		
6.	Sure, here you are.		
7.	I'm sorry. I'm using it.		
8.	Would you cut the grass in the backyard?		

9.	No problem.		
10.	I don't think I can		

*) In pronunciation practice, I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Communication Focus:

Task 6

Do 'Giving me a favour activity'.

Divide yourselves into 2 groups. I will give each group some pieces of pictures. Each of you will get one piece of the pictures. If you get the picture with this (?) mark, you have to ask for a favour to your friends in your group based on the picture. If you get the picture with this (✓) mark, you have to give/reject to give a favour to your friends in your group according to the picture you have. Find one friend in your group who can give you a favour to be your partner. After each student has found their partners, make a group of six then exchange goods/services in front of the class based on the picture cards they get. Look at the example.

A : Can you help me to water the flower?

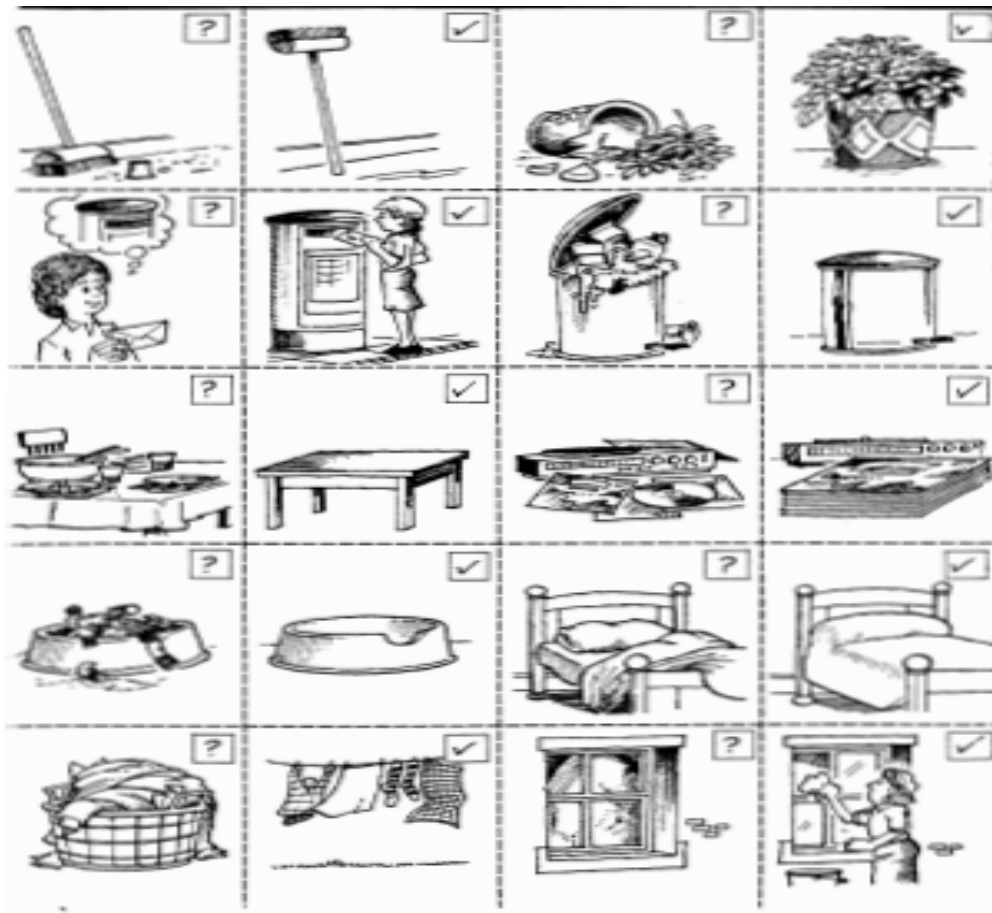
B : I'm sorry I can't.

A : Could you water the flower, please?

C : Sure. I have nothing to do.

Picture Cards





Notes: The pictures are cut down into pieces.

3RD MEETING

Warming up:

Look at the pictures and discuss the questions with your friends orally.

		<p>Questions:</p> <ol style="list-style-type: none"> 1. How often do you eat out? 2. What kind of restaurant do you like to go? 3. Do you like to go the fast food restaurant? 4. What kinds of food and drink do you often find in a fast food restaurant?
--	--	---

Comprehension Focus:

Input: Transcript of the dialogue

Task 1

Listen to the following dialogue and answer the questions on the answers sheets.

21 (Customer = Russian; Assistant = American)

Customer: Oh, hello. Can I have a double cheeseburger, please?

Assistant: Do you want fries with that?

Customer: Erm, yes please.

Assistant: What size?

Customer: Sorry, what do you mean?

Assistant: Do you want small, medium or large fries?

Customer: Oh, er medium, thanks. Sorry, I don't speak well English.*

Assistant: And a drink?

Customer: Erm, yes. A coffee. Small.

Assistant: OK, so that's one double cheeseburger with medium fries and a small coffee. Is that everything?

Customer: Yes, thank you.

Assistant: That's \$4.98.

Questions:

- 1) What is the text about?
- 2) Where does the conversation probably happen?
- 3) What does the customer say to order the food?
- 4) What does the waitress say to offer the drink?
- 5) What food and drink does the customer order?
.....cheeseburger
..... fries
a small
- 6) How much does the meal cost?

**)Did you notice?

"I don't speak well English". It should be "I don't speak English well".

Language Focus:

Task 2

The following words are taken from the recording you have heard. Your teacher will pronounce the words. Listen and repeat.

Small /sm l/	Happen / hæp. n/	Main dish / me n d /
Size /sa z/	Offer / f. r /	Medium / mi .di. m/
Cost /k st/	Order / .d r /	Customer / k s.t .m r /
Large /l d /	Coffee / k f.i/	Appetizer / æp. .ta .zə r /
Drink /dr ŋk/	Dessert /d z z t/	Cheeseburger
	Waitress / we .trəs/	/ t i z b .g r /

Task 3

The following expressions are taken from the recording you have heard in task 1.
Your teacher will pronounce the expressions. Repeat after the teacher.

1. Can I have double cheeseburger, please?
2. Do you want fries with that?
3. Is that everything?
4. Yes, thank you.

Task 4

Copy the words below by classifying those words to the right columns.

Apple pie /æp.l pa/ coffee / k f.i/ fruit salad / fru t sæl. d/
cheesecake /t*ʃ*i*z*.kek/ Tea /ti / spaghetti /sp get.i/
ice cream /a*s*krim/ chicken soup/t*ʃ*k.n su p/ Milk /m*l*k/
steak /stek/ vegetable soup /ved*ə*.t .bl su p/ hamburger
/ hæm b .g r/

Appetizers	Main dishes	Desserts	Drinks

Task 5

In pairs, arrange the following words into good sentences then practice to pronounce them *).
Pay attention to the intonation marks.

1. the – please - bill- I - can-have-? ↗ ()
2. menu - could - I - the – have- ? ↗ ()
3. are – ready - you- order - to - ? ↗ ()
4. here – yes – are - you. ↘ ()
5. there - no - sorry - is - salad. ↘ ()
6. you – what - like – would – for – dessert - ? ↘ ()

*) In pronunciation practice, I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Communication Focus:**Task 6**

1. Work in pairs. Imagine that you are a waiter/waitress and a customer. Match each question (a-e) with a reply (1-5)

Question: (waiter/waitress)	Reply: (customer)
a. Can I get you anything to drink?	1. French onion soup, please.
b. Are you ready to order?	2. No, thanks. I'm full. I'll just have a coffee.
c. What would you like as the appetizer?	3. I'll have steak, please
d. And for you main dish?	4. I'll have a glass of mineral water, thank you.

e. Would you like a dessert?

5. Yes, I am. Thank you.

*Real Listening and Speaking 1 page 18***Task 7**

2. Do 'Serving the customers activity'.

In groups of four, imagine that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange goods/services by using expressions of asking for, giving, and rejecting goods/services in the fast food restaurant based on your roles. Each customer has to order the foods and drinks with the tick (✓) marks on the menu cards. The waiter/waitress has to write down the orders on the order book.

Menu cards**Order Book card**

1.	2.	3.
MENU Appetizers <input type="checkbox"/> Vegetable soup 4.50 <input type="checkbox"/> House salad 3.75 Main Dishes <input type="checkbox"/> Steak with fries 18.00 <input type="checkbox"/> Roast chicken 9.95 <input type="checkbox"/> Spaghetti with meat sauce 11.00 Desserts <input type="checkbox"/> Apple pie 3.75 <input type="checkbox"/> Ice cream 2.75 Drinks <input type="checkbox"/> Tea 1.50 <input type="checkbox"/> Soda 1.75 <input type="checkbox"/> Coffee 1.50 <input type="checkbox"/> Juice 2.00	MENU Appetizers <input type="checkbox"/> Soup of the day 4.50 <input type="checkbox"/> Greek salad 5.00 Main Dishes <input type="checkbox"/> Vegetable plate 9.50 <input type="checkbox"/> Grilled fish with broccoli or peas 13.00 Desserts <input type="checkbox"/> Chocolate cake 3.75 <input type="checkbox"/> Ice cream 2.75 Drinks <input type="checkbox"/> Iced tea 1.50 <input type="checkbox"/> Soda 1.75 <input type="checkbox"/> Coffee 1.50 <input type="checkbox"/> Juice 2.00	MENU Appetizers <input type="checkbox"/> Chicken soup 2.75 <input type="checkbox"/> Spinach salad 3.50 Main Dishes <input type="checkbox"/> Beef stir-fry 5.95 <input type="checkbox"/> Hamburger with fries 4.95 Desserts <input type="checkbox"/> Cheesecake 3.50 <input type="checkbox"/> Fresh fruit 2.75 Drinks <input type="checkbox"/> Coffee/Tea 1.50 <input type="checkbox"/> Milk 2.00 <input type="checkbox"/> Soda 1.75 <input type="checkbox"/> Juice 2.50

Order Book

Appetizers:

Main Dishes:

Desserts:

Drinks:

Menu cards

Order Book card

1.

MENU	
Appetizers	
<input type="checkbox"/> Vegetable soup	4.50
<input type="checkbox"/> House salad	3.75
Main Dishes	
<input type="checkbox"/> Steak with fries	18.00
<input type="checkbox"/> Roast chicken	9.95
<input type="checkbox"/> Spaghetti with meat sauce	11.00
Desserts	
<input type="checkbox"/> Apple pie	3.75
<input type="checkbox"/> Ice cream	2.75
Drinks	
<input type="checkbox"/> Tea	1.50
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Coffee	1.50
<input type="checkbox"/> Juice	2.00

2.

MENU	
Appetizers	
<input type="checkbox"/> Soup of the day	4.50
<input type="checkbox"/> Greek salad	5.00
Main Dishes	
<input type="checkbox"/> Vegetable plate	9.50
<input type="checkbox"/> Grilled fish with broccoli or peas	13.00
Desserts	
<input type="checkbox"/> Chocolate cake	3.75
<input type="checkbox"/> Ice cream	2.75
Drinks	
<input type="checkbox"/> Iced tea	1.50
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Coffee	1.50
<input type="checkbox"/> Juice	2.00

3.

MENU	
Appetizers	
<input type="checkbox"/> Chicken soup	2.75
<input type="checkbox"/> Spinach salad	3.50
Main Dishes	
<input type="checkbox"/> Beef stir-fry	5.95
<input type="checkbox"/> Hamburger with fries	4.95
Desserts	
<input type="checkbox"/> Cheesecake	3.50
<input type="checkbox"/> Fresh fruit	2.75
Drinks	
<input type="checkbox"/> Coffee/Tea	1.50
<input type="checkbox"/> Milk	2.00
<input type="checkbox"/> Soda	1.75
<input type="checkbox"/> Juice	2.50

Order Book

Appetizers:

Main Dishes:


Desserts:

Drinks:

SECOND CYCLE

1ST MEETING

Warming up: asking and answering questions orally

	<ul style="list-style-type: none"> ⊙ Have you ever celebrated your birthday? ⊙ Did you invite your friend to go to your party?
---	--

Comprehension Focus:

Task 1

Work in pairs. Study and practice the following conversation between Omar and Lane in the class. Then, answer the questions in the written form.

Below is the conversation between Omar and Lane in their class.

- Omar : Did you hear the news? Sayuri is having a party.
 Lane : Really? When?
 Omar : On Wednesday. It's a barbecue party.
 Lane : Cool! That sounds like fun.
 Omar : Do you want to go with me?
 Lane : But I don't know Sayuri.
 Omar : No problem. She said I could bring a friend.
 Lane : well, OK. I'd love to go. What time is the party?
 Omar : It starts at 3.00. Why don't we meet at my house at 2.30.?
 Lane : Sounds great.

World Link 2 (Developing English Fluency) page 72.

Questions:

1. What is text about?
2. What kind of party does Sayuri celebrate?
3. When will the party be held??
4. What does Omar exactly say to invite Lane to the party?
5. Does Lane accept the invitation? What does she say?
6. What other expressions can you use to invite your friend?
7. What expressions can you use to accept your friend invitation?
8. What expressions can you use to refuse your friend invitation?
9. Mention some parties you know!

Language Focus:

Task 2

Your teacher will pronounce some words taken from the text you have read. Listen and repeat. *)

Verbs	Nouns	Adjectives	Adverbs
Will /wɪl/: akan would/wʊd/: akan can/kən/: dapat could/kʊd/: dapat come /kʌm/: datang hear /hɪər/: mendengar sound /saʊnd/: kedengarannya	News /njuːz/: kabar/berita barbecue party / bɑːbɪkjuː pɑːti/: pesta barbecue invitation card /ɪnvɪtəʃən kɑːd/	Fun /fʌn/: menyenangkan Nice /naɪs/: menyenangkan / menggembarakan Great /greɪt/: hebat	Tonight /tənaɪt/: malamini next week / nekst wiːk/ : minggudepan this afternoon / ðɪs f.t nuːn:

hold /h ld/ : mengadakan join /d n/ : ikutserta start /st t/ : mulai meet /mi t/ : bertemu celebrate /sel.bret/ : merayakan accompany / k m.p .ni/ : menemani	n k rd/ : kartuundangan		siang/sore ini (jam 12.00-18.00) this evening /ðs i v.n/: petangini.
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Task 3

The following expressions are taken from the dialogue you have read. Your teacher will pronounce those expressions. Listen and repeat. *)

Do you want to go with me?

Cool! That sounds like fun.

Well, OK. I'd love to go

Why don't we meet at my house at 2.30.?

Sounds great.

Here are some other expressions of inviting, accepting and refusing an invitation to a party. Your teacher will pronounce those expressions. Listen and repeat. *)

Expressions of inviting someone:	Do you want to go to the farewell party with me? Can you come to my sister's wedding party? Would you like to join me to my graduation party?
Expressions of accepting an invitation:	Sure. I'd love too. That would be great.
Refusing an invitation:	I'm sorry, I can't. I don't think I can. I'd love too but I have something to do.

*) In pronunciation practice, I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Task 4

Grammar

Work in groups of 3. Do a sticking activity by arranging these words into good expressions of inviting, accepting, and rejecting an invitation.

- 1) Can you come to my birthday party?
- 2) Would you like to join me to my sister's wedding party?
- 3) Thank you, I'd like to very much.
- 4) That would be very nice.
- 5) Thank you, but I have something to do.
- 6) I'm very sorry, I can't.

Communication Focus:**Task 5**

1. Make a group of six. One of you will be a surveyor and the others are the persons which are surveyed. The surveyor will get a survey card which contains of an invitation to a party and 2 questions. Invite your partner to the party and answer the questions in the card. The partners just need to say 'yes' if you want to go to the party and say 'no' if you don't.

Can you accompany me to the dance party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	Would you like to go to the farewell party with me? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	Could you come to my graduation party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?
Would you like to join me to the barbecue party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	Will you go to my parents' anniversary party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?	Can you come to my birthday party? Questions: 1. Who wants to go to the party? 2. Who doesn't want to go to the party?

Notes: The cards are cut down into pieces.

Task 6

2. Do 'Inviting to the party activity'.

Make a group of three. There will be a picture card, an accepting card, and a rejecting card. A student who gets a picture card has to invite the other group members to a place based on the picture. The student who gets an accepting card has to accept the invitation and the student who gets a rejecting card has to reject the invitation. Look at the example

A : Hi B, Can you come to the farewell party with me?






B : Of course. I'd love too.

A : And what about you C? Will you join us to the farewell party?

C : I'm sorry I can't. I have to go to my grandparents' house.


Cards of situation

	ACCEPT THE INVITATION AND GIVE A COMMENT	REJECT THE INVITATION AND PROVIDE A REASON
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	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>
 It's time for barbecue	<p>ACCEPT THE INVITATION AND GIVE A COMMENT</p>	<p>REJECT THE INVITATION AND PROVIDE A REASON</p>

Notes: The cards are cut down into pieces.

2ND MEETING**Warming up: asking and answering questions orally**

	<ul style="list-style-type: none"> ☉ Have you invite your friend for playing games at your house? ☉ How do you say that?
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Comprehension Focus:**Task 1**

Watch and listen the conversation between two people in their office, then decide whether the statements are true (T) or false (F) with their evidence.

Transcript:

Man : I was wondering if you'd like to go out to dinner on Thursday.
 Woman : I cannot go out on Thursday. I'm busy.
 Man : Are you busy on Friday?
 Woman : Yes, I am busy on Friday.
 Man : That's too bad. Are you busy next week?
 Woman : Yes, I am, but I'll be free next Wednesday.
 Man : Perhaps, you'll be interested in going out for dinner.
 Woman : That sounds lovely.
 Man : Great. We'll have a dinner together next Wednesday.

Statements: T/F

Statements	T/F	Evidence
1) The conversation is about inviting someone for having lunch. 2) The woman is free on Thursday. 3) The woman refuses the invitation on Friday. 4) The woman finally accepts the man's invitation. 5) They agree to go together on next Saturday.		

Language Focus:**Task 2**

Your teacher is going to pronounce some words taken from the video you have watched. Listen and repeat.

Verbs	Nouns	Adjectives	Adverbs
Agree / gri / Refuse /r fju z/ : Wonder / w n.d r / Accept / k sept/ interested in / n.trəs.t d n/	dinner / d n.ər / Friday / fra .de / Thursday: / θ z.de / Wednesday / wenz.de /	Free /fri / Busy / b z.i/	perhaps:/p hæps/ finally / fa .nə.li/

You have more words to learn to use the language functions in different situations.
Your teacher will pronounce the following words. Listen and repeat.

cook /k k/ have /hæv/ play /pleɪ/	watch /w ɪ t / lunch /lʌnʃ / noodle /nuːdl /	movie / mu .vi/ dinner /dɪn.ər /	homework / h m.w k/ fried chicken /fraɪd/ /tɪk.kən/ video games /vɪd.i.ə/ /geɪms/
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Task 3

Watch the video again and ask them to identify the expressions of inviting, accepting, and refusing the invitation based on the video. The following expressions are taken from the video you have watched. Your teacher will pronounce those expressions. Listen and repeat. *)

I was wondering if you'd like to go out to dinner on Thursday.
I cannot go out on Thursday. I'm busy.
Perhaps, you'll be interested in going out for dinner.
That sounds lovely.

Here are some other expressions of inviting, accepting and refusing an invitation.
Your teacher will pronounce those expressions. Listen and repeat. *)

Can you come to my house for playing games on Sunday?
Would you like to come to my house for playing games on Sunday?
Let's go cooking noodles together on Saturday.
Shall we do our homework together at my house?
I'd love to.
I'd love to. But I'm very busy on Sunday.
Sure.
I don't think I can't.

*) In pronunciation practice, I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Communication Focus:

Task 4

3. In pairs, match each question (a-e) with a reply (1-5).

Question:	Reply:
a. Will you come to my house on Saturday night?	1. Sounds great. I like playing games.
b. Can we watch a movie together on Wednesday?	2. I'm sorry. I have something to do on Saturday night.
c. Would you like to have dinner on my house tonight?	3. Sure. It will be easier if we do it together.
d. Would you be interested in playing games next Sunday?	4. I'd love to. But, my mom told me to have dinner at home tonight.
e. Could we do our homework together at my	5. Okay, I'm free on Wednesday.

house this evening?	
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Task 5

4. Do 'Finding a day activity'.

Make a group of six. Each group will get a set of invitation cards and free-day cards. Three of you will get three invitation cards so you have to invite your partner to do the activity mentioned in the card at your house. The others will get three free-day so you have to respond (accept/reject) your friends' invitation based on the cards. Each inviter should find the one who has a free day to do the activity at the inviter's house.

Invitation	Free-Day Cards
Playing video games on Saturday	Free on Saturday
Doing English homework on Wednesday	Free on Wednesday
Having dinner on Thursday	Free on Thursday
Cooking fried chicken together on Sunday	Free on Sunday
Watching a movie on Friday	Free on Friday
Having Lunch	Free on Tuesday

Notes: The cards are cut down into pieces.

3RD MEETING**Warming up: asking and answering questions orally****Basketball extracurricular**

- ▶ Do you join any extracurricular activity?
- ▶ What extracurricular activity do you join?
- ▶ Does the activity hold some events?
- ▶ Have you ever invited your friend to go to the events in the extracurricular activities?

Comprehension Focus:**Task 1**

In groups of 4, complete the following table by sticking the expressions bellow in the right table.

Would you be interested in watching band performance at school hall at school hall?
Sorry, I can't.
I'm very sorry I can't.
I'd like nothing better.
Why don't you go to the dancing contest at the school hall with me?
Can you come to the football match this evening?
Certainly, I can.
That sounds great.
I'd love to, but I have to help my mother after school.

Functions	Expressions
Inviting someone	
Accepting an invitation	
Refusing/rejecting an invitation	

Language Focus:**Task 2**

Here are some words that you are going to use for the next task. Your teacher will pronounce those words. Listen and repeat. *)

Words (noticing stress):

field	/fiːld/	speech contest	/spiːt ˈkɒn.test/
drama	/ˈdræ.mə/	dancing contest	/ˈdɑːnsɪŋ ˈkɒn.test/
event	/ɪˈvent/	writing contest	/ˈraɪtɪŋ ˈkɒn.test/
school hall	/skuːl/		
activity	/ækˈtɪv.ə.ti/		

football match /mæt /	/ f t.b l/	basketball match /b.s.k.t.b / /mæt /
		band performance /bænd/ /p f .m nt s/
		extracurricular /ek.strə.kə r k.j .lər /

Task 3

Sentences (noticing rhythm and intonation-rising/falling):

*Your teacher will pronounce the expressions you have read in the sticking activity. Listen and repeat. *)*

1. Can you come to the football match this evening?
2. Why don't you go to the dancing contest at the school hall with me?
3. Would you be interested in watching band performance at school hall at school hall?
4. That sounds great.
5. Certainly, I can.
6. I'd like nothing better.
7. Sorry, I can't.
8. I'm very sorry I can't.
9. I'd love to, but I have to help my mother after school.

*) In pronunciation practice, I will have the entire class, halves of the class, rows or columns of students to repeat. I will also call on individual students to repeat if desired.

Communication Focus:

Task 4

1. Completing a dialogue related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities.

In pairs, complete the following dialogue with suitable expressions in the box.

I'm sorry I can't.
Would you like to join us?
Yes, certainly I will come
Will you come to see the dancing contest with me Nina?

Below is the conversation among Adit, Nina, and Ana. They are discussing to go to see the dancing contest.

- Adit : Hi guys, have you heard the news? There will be a dancing contest at 14.00 at the school hall
- Nina : Really? What is the prize for the winner?
- Adit : The winner will get two hundreds thousands rupiahs.
- Ana : wow, interesting.
- Adit : Well,yeah. 1) **Will you come to see the dancing contest with me Nina?**
- Nina : 2)**Yes, certainly I will come.** I have nothing to do at that time.
- Adit : What about you Ana? 3)**Would you like to join us?**
- Ana : 4) **I'm sorry I can't.** I have to accompany my mother to go to the supermarket.

Adit : No problem

Task 5

2. Do 'Filling the schedule activity'.

Make a group of three. Each group will get one invitation cards and two today's schedule cards. Give one card to each member of the group. The one who get the invitation card have to invite his/her partners to go to see the event in the extracurricular activity. His/her partners have to respond the invitation based on the today's schedule cards.

Invitation Card 1 Invite your partners to watch football match in the football field at 16.00.	Today's Schedule Card 1 Free at 16.00	Today's Schedule Card 1 You want to fix your computer at 16.00.
Invitation Card 2 Invite your partners to watch the band performance at 19.00 at the school hall.	Today's Schedule Card 2 Free at 19.00	Today's Schedule Card 2 You have to do your homework at 19.00
Invitation Card 3 Invite your partners to participate in a singing contest in school hall at 15.00.	Today's Schedule Card 3 Free at 15.00	Today's Schedule Card 3 You want to go swimming at 15.00
Invitation Card 4 Invite your partners to see a speech contest at 14.00 at the school hall.	Today's Schedule Card 4 Free at 14.00	Today's Schedule Card 4 You have to accompany your sister to go shopping.
Invitation Card 5 Invite your partners to watch drama performance at the school hall at 18.30.	Today's Schedule Card 5 Free at 18..30	Today's Schedule Card 5 You will visit your grandparents' house at 18.30.
Invitation Card 6 Invite your partners to watch the basketball match in the basketball field at 15.30	Today's Schedule Card 6 Free at 15.30	Today's Schedule Card 6 You have help your mother to clean the house at 15.30

Notes: The cards are cut down into pieces.

APPENDIX E: VIGNETTES

Vignette 1: Observation

Tuesday, February 7, 2012, 09.55-11.15

The teacher entered the class. She opened the class only by saying “*Good morning class*”. Then students answered “*Good morning Mam*”. The students prepared a course-book entitled *Let’s Talk grade VIII for Junior High School*, an LKS entitled *Bahasa Inggris Cerah Kelas VIII*, and a dictionary. The teacher monitored the class by walking around the class, checking whether the students brought the coursebook, LKS, and dictionary. “*Who doesn’t bring the dictionary? Siapa yang nggak bawa kamus? Dendanya 1000,*” she said. Two students forgot to bring the dictionary so that they had to pay Rp 1000 for each student.

The teacher then asked the students “*What do you want? LKS or text-book?*” Then the students simply replied “*LKS Mam*”. “*OK. Open your LKS page 7. Do you get it? Sudah ketemu?*” said the teacher. Then she pointed two students to act out a dialogue. Then two students read the dialogue. “*Bacamu kok pelan banget. Yunita please read aloud. Sama siapa ya?*” said the teacher. The students said “*Sama Hisam Mam.*” “*OK sama Hisam*”, the teacher agreed. Yunita and Hisam had just finished the dialogue. The teacher asked them “*What news is it? What news does Tono share to Dono?*” The students were silent. Then the teacher pointed Lisa. “*Creative seminar Mam,*” she said. “*That is right,*” said the teacher. Then the teacher gave another question “*What is the expression in the text?*” The students answered with unclear voice, “*Compliment*”. “*Iya, compliment atau pujian,*” the teacher agreed.

The teacher continued with the next task by saying “*Open page 13*”. The teachers asked the students to read the text *Jonah*. Then she asked, “*What Jonah is about?*” The students answered, “*About fairy tale*”. It was about 3 or 4 students who answered the question. Then the teacher replied “*OK, What for is this text?*” “*To entertain,*” said one student. After that the teacher asked the students to have a look at a column in which some words can be found such as *adored, servant, blockade, trapped*, and so on. The students are asked to find the meaning from the dictionary.

The teacher then asked the students to move on the next task. Again, the students were asked to find the meaning of some difficult words. Suddenly she said, “*Which is better? Read the text first or find the meaning of difficult words first?*” The students simply replied “*Find the meaning*”. Then the teacher said, “*If you read the text first you can guess the meaning. Bisa dikira-kira kan artinya dari bacaan?*” The students agreed. The teacher asked them to read aloud. She pointed one student to read a text entitled *Mantu’s Little Ellepant*. When the first student read the text, all his friends listened. There were many mispronounced words but the teacher did not correct it. The next task was translating the text and answering the questions based on the text. After all the questions could be answered the teacher asked the students to do the next task about true or false. Unfortunately, when they got 2 numbers, the bell rang. The teacher said, “*Mau dilanjutkan atau istirahat?*” some students said, “*Lanjut!*” The others said, “*Istirahat!*” “*Jujur saja tidak usah takut,*” said the teacher. Then almost all students answered, “*Istirahat!*” the teacher then left the class by saying “*It’s enough. Thank you.*”

Vignette 2: First Meeting of Cycle I

September 18, 2012 09.55-11.15

The class was noisy when I entered it. Some of students were busy talking. I opened the class by greeting the students by saying “*Good morning students.*” Then the students answered “*Good morning Miss*”. I also check students condition “*How are you today?*” They replied together “*I’m fine thank you and you?*” Then, I checked students’ attendance. After that, I distributed each student a handout. Then two students came late to the class. one of them said “*Maaf miss telat*”. I replied “*It’s OK.*” Then I asked “*Do you bring the dictionary with you?*” Most students said yes. Then I directed the students to the topic of the day by showing a picture and then asking and answering activities. The students seemed to be enthusiastic

in answering my question. I asked them “What does the girl give to the boy?” they answered together by saying “Book”. Some of them volunteered themselves to answer my next questions. Then I told students the objective of the learning. “Today we are going to learn the expressions of asking for, giving, and refusing goods or services,” I said. Some students paid attention to me while some others were busy by themselves. I asked a student “What are we going to learn today?” “*Apa Miss maksudnya?*” he said. “*Apa yang akan kita pelajari har ini?*” I clarified. He was just silent. I asked the same question to another student. He replied “Expression Miss”. “What expressions?” I asked again. He said “asking, giving, *sama* refusing goods and services. “Great”, I responded.

Next, I asked students to take a look at Task 1. I said “You, please read the instructions of task 1. She read the instructions of task 3. Then I asked whether the students want to volunteer themselves to act out a dialogue. “*Ayo siapa yang mau maju?*” Two students said “*Aku Miss sama Ega.*” I said OK then I pointed one more students to act out a dialogue. After they acted out the dialogue, other students gave applause. After that, we discussed the questions based on the dialogue orally. Some students were still noisy. I gave a question of task 1 to a student. However he still could not answer correctly. Then there was a student who gave correct answer. Next, I asked students some other questions related to the dialogue. The students seemed to be not really enthusiastic in answering the questions. Then I created some jokes to make students get back their eagerness. In task 2, I said “I will pronounce some words taken from the text you have read. Listen and repeat after me. I pronounced some words and asked students to repeat. I pronounced /r fju z/ The students repeat enthusiastically. I asked them to pay attention to the stress of the words “*Perhatikan stressnya.*” Then the students laughed. /r fju z/ ‘u’nya panjang. Then I said to the students “You have more words to learn to use the language functions in different situations. I will pronounce the following words. Listen and repeat after me”. Students seemed to be happy with pronunciation practice of the words.

Next task was task 3 that was pronunciation practice of some expressions taken/adapted from the input text. I checked some students’ pronunciation. The first student was not really excited in repeating the expressions however the second student was more exited. The students who were pointed to pronounce individually seemed to be unconfident. Next I explained the expressions of asking for, giving, and refusing goods/services at school. The students were attentive toward my explanation. I checked whether students understood the materials or not. In task 4, I asked a student to read the instructions. His pronunciation was still not really good. Then I explained the instruction that is to arrange the words in word search puzzles into sentences in groups of 4. Some students looked puzzled. One of them said “*Miss, ini suruh gimana?*” Then I used Indonesian translation to explain it. I gave the puzzles to each group. Some students were not sure about the task. They looked confused. I walked around the class and explained the task again to students who still did not understand. They discussed the task with the members of the group. The group who had finished the task presented the result of the discussions in turns.

Next, I asked students to do task 5 that was responding some expressions of asking goods or services at school. One of the students read the instructions and other students were noisy. Then, I read the instructions again “Please Work in pairs. Give responses to the following expressions. Look at the example. I explained the task and gave an example. The students did the task noisily. Then I walked around to make sure students did the task. Next we discussed the task. After that, I gave students the last task to do information gap activity that was ‘helping my classmate activity’. I asked students to work in pairs to exchange goods/services in the class based on the situation cards. I distributed the cards to each pairs. Some pairs were still confused and asked me to explain in Indonesian translation. “*Ini gimana Miss? Jelasin lagi.*” After all students understood, I asked them to act out the dialogue based on the cards in front of the class. Most of them were enthusiastic to have their turns to act out the dialogue. They said “*Kita dulu Miss, udah dari tadi.*” It made the class little bit noisy. After all pairs acted out the dialogue, I gave feedback for the students especially the pronunciation. Next, we closed the lesson by summarizing. I asked “What we have learnt today?” *Apa yang sudah kita peajari hari ini?* Some students said “asking for, giving, and refusing goods and services.” Then I previewed the next materials, “Next meeting we will still learn about asking for, giving, and refusing goods and services , but the situation is at home. “ Then I asked them to fill in the reflection card and ended the class.

Vignette 3: Second Meeting of Cycle I **September 19, 2012 11.30-12.50**

The situation of the class was very noisy. The students seemed to be lazy in joining the class. They looked very tired. I opened the class by greeting the students. "Good morning students". They answered "good morning Miss." Are you tired?" asked me again. "Yes Miss" they answered together. After asking students conditions I checked the students' attendance. "Who is absent today?" asked me. Students said "No one". Then I asked "students who bring the dictionary please raise your hand" "*Coba yang bawa kamus angkat tangan?*" every student raise their hands. Then I distributed the handout for each student. Then I showed the student a picture and gave questions based on the picture. I asked "What is the girl doing?" One of the students said "*Asah-asah*". "*Asah- asah* in English apa?" One of the students "Wash plate." "OK *boleh*. We can also say washing the dishes *gitu ya*."

The situation of the class got better. Students were more attentive toward the lesson. Next, I asked students to do task 1 that was to answer questions based on a dialogue. I explained the task and made sure that the students understood. "Do you have any question?" asked me. A student said "*Aku belum belajar Miss*". Then I replied "*Ya belajarnya sekarang ya*". Then another student ask me again "*Semua artinya apa?*" Then I instructed students to consult their dictionary if they found difficult words. When discussing the task, the students were quite noisy. I asked two students to read aloud the dialogue. The two students read it with soft voice so that other students protested it. "*Bacanya kurang keras, aku nggak denger,*" said a student. After that, we discussed the questions. Some students volunteered themselves to answer the questions. Some students seemed to be busy themselves. After discussing the task, I asked "Do you have any question so far?" to make sure that students understood the materials. No one asked questions. The next task was pronunciation practice of some words. Most students were enthusiastic in doing pronunciation practice. I asked each row to repeat after me. I also asked some students individually to check their pronunciation. In task 3, I asked students to practice some expressions. The students were less enthusiastic. I pointed some students to repeat after me. I corrected the pronunciation if they mispronounced. Next, I asked students to do task 4 to translate some words that they were going to use for the next task. I walked around the class to make sure that they did the task. The students seemed to be calm in doing the task. Next, we discussed the task then I drilled students with pronunciation practice. Students looked exited to repeat pronouncing the words. After that, I instructed a student to read the instructions of task5 "Please, read the instructions". The student read the instructions with unclear voice. Then I explained the task. I walked around the task and checked whether students understood the task. After that, we discussed the task.

Then I asked students to do task 6 to do "Giving me a favour activity". The students seemed to be tired and noisy. I tried to calm them down and explained the task. Students then were attentive toward my explanation. I asked whether the students understood the task or not. I explained the task again with using pictures. Some students still did not understand. I explained again using Indonesian translation. Then I divided the class into two groups and gave a picture to each student. One of the students complained "Miss ini gambarnya nggak jelas". I responded "*Ini kan gambar orang nyuci piring, jadi kamu harus menunggu partner yang meminta kamu untuk washing the dishes*". After that, they started searching their partners by using expressions of asking for, giving, and refusing goods/services at home based on the pictures. The students seemed to be busy and noisy in finding their partners. After finding their partners, I asked students to perform their dialogue based on the pictures. Half of students were really enthusiastic. If the partner of a boy is a girl, other students teased them. Next, I closed the lesson by summarizing "what have we learned today?" "Asking for, giving and refusing goods/services at home," they answered. "Please fill in the reflection cards," asked me. After all students reflected the lesson I previewed the next materials for the next meeting. After that I said "Thank you for your attention. I'll see you tomorrow". "See you too," answered the students.

Vignette 4: Third Meeting of Cycle I **September 20, 2012 09.55-11.15**

The situation of the class was not noisy. Everyone sat in their seats. I opened the class by saying "Good morning everyone". "Good morning Miss," answered the students. Next, I checked students' condition and attendance. I also checked whether the students brought their dictionaries or not "Do you

bring the dictionary with you?" "Yes," the students answered." *Ada yang tidak bawa kamus?*" asked me. "Nggak ada," said few students. I distributed the handout to the students. I showed the students a picture of a fast food restaurant and some pictures of fast food restaurants' brands. I asked them "what picture are these?" A student said "Angkringan, mau promo atau apa Miss?" Then we laughed. Then I asked them some questions related to the pictures. "How often do you eat out?" I asked to a student. She said "Seminggu sekali mungkin" she said. I asked "seminggu sekali in English apa?" No one answered. Then I said "Once a week". I continued to asked three more questions.

After that, we came to task 1 which was listening section. I asked them to answer the questions based on the recording in the answer sheets. First, I played the recording twice. I asked students "Have you finished? *Sudah selesai belum?*" All students said "Belum, susah Miss". "kalau belum you can say not yet," I responded. Then I played the recording again twice. After finishing the task, we discussed it. I said that students who wanted to answer the questions would get point plus for their mark. It made some of them very enthusiastic in answering the questions. Next, I asked students to take a look at Task 2. I asked them the meaning of some words taken from the recording. Next I asked them to repeat the pronunciation after me. They were so exited in having pronunciation practice. We continued to do task 3. I read some expressions taken from the recording and explained the language function "Repeat after me, Can I have double cheeseburger, please?" Students then imitated me "Can I have double cheeseburger, please?" then I explained "Ekspresi ini kita gunakan kalau kita mau pesan cheeseburger". I pointed a student and I asked "Coba kamu kalau mau pesen french fries bilanganya gimana?" She looked puzzled. I told her "Tinggal cheeseburgernya diganti French fries." Then she said "Oh, jadi Can I have french fries please?". Then I continued practicing students' pronunciation of some more expressions together with the explanation. After finishing Task 3, we continued to do task 4. I showed the students some kinds of foods and drinks and asked them to pronounce the names of foods and drinks. Then I asked them to classify the foods and drinks as appetizers, main dishes, desserts, and drinks. I asked them, "What is the meaning of appetizers?" No one answered." *Hidangan pembuka*" I said. "What about main dishes?" A student said "Hidangan utama". "OK, great", I said. "Then what is the meaning of desserts?" asked me again. I heard a student said "Mosok yo padang pasir." We laughed. I said "Kalau tadi appetizers kan hidangan pembuka, kalau dessert itu hidangan pencuci ...?" A student said with laughing "Muka". "Hidangan pencuci mulut ya" I corrected it. Students then did the task in pairs. I walked around the class to make sure they understood and did the task. Next, we discussed the task. The next task was arranging words into good sentences I pairs. "Now, please read the instructions of task 5" I asked a student. Then I took number 1 as the example. They did the task in pairs and then we discussed it. Students were enthusiastic in having turns to answer the task.

Then I asked the students to do Task 6 "Still work in pairs, imagine that you are a waiter/waitress and a customer. Match each question with each reply. After finishing the task we discussed it. I asked them to raise their hands if they wanted to give their answers. They were active in discussing it. In the next task I asked them to do a role play that was "Serving the customers activity". I said "Please work in groups of four, imagine that three of you are customers of the fast food restaurant, one of you as a waiter/waitress. Exchange goods/services by using expressions of asking for, giving, and rejecting goods/services in the fast food restaurant based on your roles." I also explained the instructions in Indonesian translation because some students still did not understand. Then I gave 3 menu cards and an order book card to each group. I asked them to practice the role play. "Practice to exchange goods/services by using expressions of asking for, giving, and rejecting goods/services based on your roles. I walked around the class to make sure that students understood the task and started practicing. Then I asked them in turns to perform their dialogue. Most of the students were really enthusiastic. Next, I closed the lesson by summarizing "what have we learned today?" "Listening, speaking, jadi waiter, terus customer, asking and giving services in the restaurant," they answered. Then I asked students to make reflection, "Please fill in the reflection cards," asked me. After all students reflected the lesson I previewed the next materials for the next meeting. Then I closed the lesson "Thank you for your attention. I'll see you next week". "See you too," they answered.

Vignette 5: First Meeting of Cycle II **Tuesday, October 9, 2012 09.55-11.15**

The situation of the class was noisy. I opened the class by saying "Good morning everyone". "Good morning Miss," answered the students. Next, I checked students' condition "How are you today?" "I'm fine thank you, and you?" "Fine too, thank you. Who is absent today?" I asked. "No one", they replied I also checked whether the students brought their dictionaries or not "Do you bring the dictionary with you?" "Yes," the students answered. "Did you still remember what we have learnt in the previous meeting?" I asked. Then a student replied "Asking, giving, and refusing". "That's right, we have learnt about expressions of asking for, giving, and refusing goods/services. After reviewing the previous materials, I distributed the handout to the students for the lesson of the day.

The class was still noisy. I closed the door to minimize the disturbed noise and tried to calm down the students. I showed the students an invitation card to a birthday party. I asked them "What is this? Have you ever seen it?" A student said "*Undangan*". Another student said "Invitation". "Great, it is an invitation card to a birthday party", I said. "Please everyone, take a look at the screen. "Have you ever celebrated your birthday party", I asked to a student. "Yes", he said. "When?" I asked again. "*Ketika masih kecil*", he replied. "how do you say *ketika masih kecil* in English?" I asked him. He looked puzzled. I told him "when I was child." I ask the students "Do you invite your friend to your birthday party?" Some students said, "Yes". Some other said "No". Then I told the objective of the lesson. "Today, we are going to learn the expressions of inviting someone to a party, accepting, and refusing an invitation. "*Apa yang akan kita pelajari?*" asked me to a student. She said "invitation". "What else? *Apa lagi?*" I asked another student. He said "Expressions of inviting".

"Who wants to come forward to read the dialogue aloud? I need two persons, *Ayo siapa yang mau maju ke depan dua orang untuk membaca dialog?*" I asked. Then, two boys raised their hands. After they read the dialogue aloud, I asked other students to give applause. I gave them rewards. Next, I asked them to answer my questions related to the dialogue. "*Ada hadiahnya nggak miss?*" asked a student. "*ya nanti ada*", I replied. The students were enthusiastic in answering the questions. In task 2, I drilled students with pronunciation practice of some words. I told the students to pay attention to the stress and asked them to pronounce after me. Some students still mispronounced. In task 3, I drilled students with pronunciation practice of some expression of inviting someone to a party, accepting, and refusing an invitation. Then I explained those expressions to the students. "Take a look at Task 4, please, you, read the instructions of task 4", I pointed a student. He read a instructions continued by my explanation of the task. The students then made groups of 4 to have sticking activity which was arranging the words into good sentences. I distributed the cards and sticking papers for each group. I counted "One, two, three", then all groups started working. I said "*Yang sudah selesai boleh maju, nanti ada reward lagi.*" The students seemed to be more motivated in discussing the task. I walked around the class to make sure the students doing the task correctly. Soon after that, one of the groups said "*Kita udah selesai Miss*". "OK, Let me see", I responded. Then the other groups have also finished the task. I gave the rewards to the winner. The members of the groups looked happy.

Then we moved to the task 5. I explained the procedures of task 5 which was a survey game of inviting someone to a party in groups of 6 about inviting someone to a party. I explained the procedures of this game. One of the members of each group was the surveyor and had to survey five members of the group whether they could go to the party or not. I told them that one of the members of each group was the surveyor. He/she had to ask based on the survey card, for example "Can you accompany me to the dance party?" Then five members of the group could say "Yes" if he/she wanted to accompany the surveyor and "No" if he/she did not want to accompany the surveyor. After finishing the survey, I told them that the surveyor had to report to me who wanted to accompany him/her and who did not. After explaining the procedures, I gave the cards for each group. I asked students to start the game. Nevertheless, some groups were confused and asked me to explain again. I clarified the procedures again using another example. I also walked around the class to make sure that they understood the task. The students then started the survey. After they had finished the game, the surveyors reported to me about who wanted to go to the party with him/her and who did not. After doing the task 5, we continued to do task 6 which was "inviting to the party activity. I explained the procedures of task 6 and divided the class into groups of 3 randomly by counting from 1 to 12. I instructed them to gather with their groups. The students were busy searching their groups "Group 1 *mana*, group 5 *mana*..." I gave the picture cards, accepting

cards, and rejecting cards for the groups. I explained the task again to check students' understanding. After that, the students discussed the task. I asked the group who was ready to perform the dialogue in front of the class. The students were really excited to have their turns. After finishing the task, I closed the lesson by summarizing "what have we learned today?" "expressions of inviting someone to a party, accepting, and refusing an invitation", they answered. "Please fill in the reflection cards," asked me. After all students reflected the lesson I previewed the next materials for the next meeting. After that I said "Thank you for your attention. I'll see you tomorrow". "See you too," answered the students.

Vignette 6: Second Meeting of Cycle II **Wednesday, October 10, 2012 11.30-12.50**

I instructed the students of VIII C class to enter the classroom. I asked them to sit down in their seats "Everyone, back to your seat, we will start the lesson. I greeted them "Good morning students". "Good morning Miss," answered the students. Next, I checked students' condition "How are you today?" "I'm fine thank you, and you?" "Fine too, thank you. Who is absent today?" I asked. A girl answered "Apri miss". "What's wrong with him?" I asked. "Headache", said a student with incorrect pronunciation. I asked the students "How do you pronounce *sakit kepala* in English?" They said " /hed.e t ". "Not /hed.e t but /hed.e k/" I corrected. Then I asked "Do you bring the dictionary with you?" Most students said yes. I reviewed the previous materials but the students seemed to have less concentration. Then I directed the students to the topic of the day by conducting asking and answering activities. I walk around the class and asked some students questions related to today's lesson. Then I told the objective of the lesson.

Next I gave answer sheets of task 1 because we would do Task 1 which was True/False based on the video. I explained the instructions of task 1 to the students and made sure they understood the task "Do you have any question about the task? Are you ready for the video?" They said yes. I played the video and the students watched it carefully trying to get the answer the questions. After playing the video three times, I asked students "Have you finished?" They said yes. I asked students to volunteer themselves to answer the questions. I would give them rewards if they wanted to answer the questions. Most of them were enthusiastic although some of them still answered incorrectly. Then, I distributed the handout for each student for the next tasks. In task 2, I asked students to have pronunciation practice of some words taken from the video and some other words. I asked students per row to pronounce some words. They were really excited. Then I challenge students individually to pronounce the words. Three students volunteered themselves to pronounce the words individually.

Then, in task 3, I asked students to have pronunciation practice of some expressions taken from the video and some other expressions. They were enthusiastic. Then I challenge students individually to pronounce the expressions. Next I explained the language functions which were inviting someone, accepting and refusing an invitation. I asked whether students had any question about the materials or not "Do you have any question so far?" the students did not ask any question. Next, we I explained the procedures of task 4 to do matching activity in pairs which was matching the invitations with each reply. I walked around the class when students were busy discussing the task. Next, we discussed the task together. I offered students to answer each question. When discussing each question I asked "Who has the same answer? Who has different answer?" After finishing the task, we moved to task 5.

In task 5, I asked the students to read the instructions of task 5 "Who wants to read the instructions of task 5?" a student raised his hand. He read the instructions then I explained the task to the students. I asked the students to make groups of six randomly by counting from one to six. Then the students were busy searching the members of their groups. I gave each group six cards consisting of three invitation cards and three free-day cards. I walked around the class to make sure they understood the task. Then I asked each group to perform the dialogue based on the cards. The class was not really conducive. Each group wanted to perform first so a made a kind of quiz to decide the performance. After finishing the performance, I gave rewards to the active students. Then I gave feedback for the students especially the pronunciation. Next, we closed the lesson by summarizing. I asked "What we have learnt today?" Some students said "inviting, accepting invitations, and refusing invitations." Then I previewed the next materials. "Next meeting we will still learn about expressions of inviting someone, accepting and refusing invitations to extracurricular events ", I said. Then I asked them to fill in the reflection card and ended the class.

Vignette 7: Third Meeting of Cycle II **Thursday, October 11, 2012 09.55- 11.15**

The situation of the class was not really conducive. I opened the class by greeting the students. "Good morning students". They answered "good morning Miss. After asking students conditions I checked the students' attendance. "Who is absent today?" asked me. Students said "No one". Then I asked "Do you bring the dictionary with you?" They said yes. I asked them "Did you still remember what we have learnt yesterday?" the students said "Inviting, accepting, refusing invitations." I asked "Invitation *kemana*?" They looked puzzled. I reminded them "To have activities at home". Then a student said "Oh *iya*, for playing games, dinner dan lain-lain." "Great", I praised him. Then I directed the students to the topic of the day by conducting asking and answering activities. I asked about extracurricular activities they join. I walk around the class and asked some students questions related to today's lesson. Then I told the objective of the lesson "Today, we are going to learn the expressions of inviting someone, accepting, and refusing an invitation to events in extracurricular activities."

Then we continued to do Task 1 which was sticking activity "Students, make groups of 4, you'll have sticking activity. You have to stick some expressions to the right columns of inviting, accepting, and refusing an invitation." I distributed the sticking paper and pieces of some expressions to each group. I counted "One, two, three" then the students start working. I said "if you have finished, you can submit to me. Two first groups with correct answers will get rewards". They were enthusiastic in sticking the expressions. After all groups had finished the task, we discussed it together I asked "Do you have any question?" No one asked. Then, I gave the handout for the next tasks to each student. I asked students to have pronunciation practice of some words. I pronounce the words followed by students' pronunciation. They were really excited. Then I challenge students individually to pronounce the words. In task 3, I asked students to have pronunciation practice of some expressions taken from the sticking activity. They were really enthusiastic. Then I challenge students individually to pronounce the expressions. Next I explained the language functions which were inviting someone, accepting and refusing an invitation to events in extracurricular activities. "Take a look at the expressions on the table, you can use the expressions to invite someone. You can use the expressions to accept an invitation. You can use the expressions to refuse an invitation", I explained followed by pronunciation practice of those expressions. I asked "Do you have any question?" A girl asked "Miss *kalau* I have nothing to do *itu artinya apa*?" I said "*Ya berarti tidak ada yang mau aku kerjakan.*" "*Berarti accepting ya Miss?*" she asked me again. "Yes, correct".

Then I explained the procedures of task 4 that was completing a dialogue related to expressions of inviting, accepting, and rejecting an invitation to events in extracurricular activities in pairs. I walked around the class to check the students' works. Then I asked "Have you finished?" The students said yes. Then we discussed the task. "Who wants to answer the question number one?" A girl raised her hand. "Who has different answer?" A student raised her hand. Then we discussed the answers up to the last question. Then, we continued to do task 5 which was 'filling the schedule activity' in groups of three. I asked a student to read the instructions "Who wants to read the instructions of task 5?" A student raised his hand and read the instructions. Then I explained the task. I asked the students to make groups of three by counting from one to twelve. Then the students were busy searching the members of their groups. I gave each group three cards. They were an invitation card and two today's schedule cards. I walked around the class to make sure they knew what to do. One of them asked "*Kalau mau mengundang pakai* would come to speech contest?" "*Iya, masih kurang lengkap sedikit. Kamu bisa bilang* Would you come to the speech contest?" I said. Then I asked each group to perform the dialogue based on the cards. I had decided which groups would perform first by having a lottery. After finishing the performance, I gave feedback for the students. Next, we closed the lesson by summarizing. I asked "What we have learnt today?" Some students said "inviting, accepting invitations, and refusing invitations to extracurricular activities." Then I asked them to fill in the reflection card. After that I gave rewards to the active students and some extra rewards for students who could answer my questions related to the materials we had learnt. Then I ended the class.

APPENDIX F:

INTERVIEW TRANSCRIPTS

Interview transcript 1:

R:

Kalautujuanpembelajarannyadisampaikanterlebihdahuluapakahbisamembantumudalammemahamipelejaran? (If I tell you the objective of the lesson, can it help you to understand the lesson?)

S1: Iyabanget Miss. Kanjadi tau apa yang maudipelajari. (Definitely, yes. So we know what we are going to learn.

R: Kalau tau tujuanpembelajarannyaapakahkamujadilebihtermotivasiuntukbelajar? (If you know what you are going to learn, will you be more motivated to learn?)

S2: Iya, jadilebihsemangatbuatbelajar. (Sure, we are more eager to learn.)

(Interview transcript, September 18, 2012)

Interview transcript 2:

R: KalaumenggunakanbahasaInggrisselamapelajaran, kamupahamnggak? (If we use English routines during the teaching and learning processes, do you understand?)

S12: Lumayanpaham, tapisayalebihsukakalaubahasanyacampuraduk. (I quite understand, but I prefer if you mix English with Indonesian translation.)

S25: Kalauakunggakpaham. PakaibahasaIndoesiaajabiargampang. (I do not understand. I think using Indonesian translation is easier.

S11: Kalauakusedikitsedikitpaham. (I understand a little.)

(Interview transcript, September 19, 2012)

Interview transcript 3:

R: Materinyasusahataumudah? (Do you think that the materials were easy or difficult?)

S2: Mudah. (It was easy.)

S13: Ya lumayanmudah. (It was quite easy.)

R: Kalauada handout bisamemudahkanbelajaratautidak? (If you get a handout of today's lesson, does it ease you to learn?)

S16: Ya, sangatmemudahkanuntukbelajar. (Yes, it eases me to learn).

(Interview transcript, September 19, 2012)

Interview transcript 4:

R: BagaimanapelajaranbahasaInggrishariini? (What do you think about today's lesson?)

S26: Pelajarannyaserudanmenarik. (The lesson was fun and interesting)

S33: Sangatmenyenangkan. (It was very fun.)

R: Aktivitasapa yang paling menarik yang kitalakukanhariini? (What is the most interesting activity of today's lesson?)

S32: Saatberdialogdenganteman. (It was when having dialogue with friends.)

S17: Saat role play jadipelayan restaurant. (It was when having role play as a waiter in the restaurant.)

(Interview transcript, September 20, 2012)

Interview transcript 5:

R: Bagaimanapendapatmutentanglatihan pronunciation tadi? (What do you think about pronunciation practice?)

S5: Sangatseru Miss. Pas diajaricarabacanyaterussuruhmenirukan. (It was a lot of fun, Miss, especially when we learnt how to pronounce and repeat the pronunciation.)

S29: Iya Miss, akujugasuka pas latihanmelafalkan kata-kata. Jaditahukaloada stress samacarabacanya. (Yes, Miss. I like it too, when we had pronunciation practice of some words. Now we know that there is word stress and how to pronounce words.)

- R: KalaudisuruhmajungomongbahasaInggrisataumaju perform dialogue pakaibahasainggrispercayaadiriapanggak? (If I ask you to speak in English or come forward to perform the dialogue in English, do you feel confident?)
- S4: Percayadirikalobareng-bareng. (I am confident if I have partners.)
- R: kalausendiripercayadiringgak? (What if you were asked to perform individually, are you confident?)
- S4: Enggak, soalnyaatakutsalah. (No, I am afraid of making mistakes.)
- R: Kalaukamugimana? BeraninggakngomongpakaibahasaInggris? (What about you? Are you confident in speaking English?)
- S12: Waduh, kalaungomongpakaibahasaInggrismalahmerinding, takutsalah. Tapikalauberkelompoklumayanpedejuga. (If I am asked to speak in English, I am suddenly frightened. I am afraid of making mistakes. If in groups, I feel little bit confident.)
- (Interview transcript, September 20, 2012)

Interview transcript 6:

- R: Apakahpenggunaan media sepertigambar, rekaman dialog, cards of situation danlainlain di kelasdapatmembuatpelajaranmenjadisemakinmenarik? Did the use of media such as pictures, the recorded dialogue, cards of situation, etc. make the lesson more interesting?
- S8: Iya, Miss. Jadinyanggakcepetbosen. Kelasnyajadiseru. (Yes, the class was fun.)
- R: Apakahpenggunaan media sepertigambar, rekaman dialog, cards of situation danlainlain di kelasdapatmembantukamumemahamipelajaran? (Did the use of media such as pictures, the recorded dialogue, cards of situation, etc. help you understand the materials?)
- S35: Iya, misalnyaadagambarnyaakanjadi tau pelajarannyatentangapa. Kaloada media-media gitupelajarannyajadilebihasik.Kaloadakartu-kartuitujugabisamembantubuatngomongbahasaInggris, Miss. (Yes, for example, we knew what the lesson was about through pictures. If there were some media, the lessons were more enjoyable. The cards could also help us speak in English.)
- (Interview transcript, September 20, 2012)

Interview transcript 7:

- R: Kalautujuanpembelajarannyatidakdikasih tau, kamutahunggakapa yang mauidipelajari? (If I do not state the objective of the learning, do you know what we are going to learn?)
- S8: Yatinggalmengikutiaktivitasnyaaja, tapisukabingungintinyaapa. (I just join the instructions to do the class activities though I am confused about what we are going to learn today.)
- R: Kalautujuanpembelajarannyadisampaikanterlebihdahuluapakahbisamembantumudalammemahamipelejaran? (If I tell you the objective of the lesson, can it help you to understand the lesson?)
- S15: Iyajaditahumaubelajarapa.(Yes, so I know what I am going to learn.)
- (Interview transcript, October 9, 2012)

Interview transcript 8:

- R: What do you think about English routines?
- S35: Yang pake bahasa Inggris saat pelajaran ya Miss? Enak sih. Jadi kita bisa cepet bisa ngomong bahasa Inggris. (Is it when we used English in the lessons? It's great. We can learn to speak in English faster.)
- (Interview transcript, October 10, 2012)

Interview transcript 9:

- R: Gimana pelajaranhariini? (What do you think of today's lesson?)
- S2: Bener-benerseru. (It was really really fun.)
- R: Menurutmuaktivitasapa yang paling menarikhariini? (What was the most interesting activity of the day?)

- S2: Pas disuruhnyariteman yang free buat main games dllitu. (When we were asked to find a partner who has free time for playing games etc.)
 R: SekarangkalautaksuruhngomongpakaibahasaInggrispercayadiringgak? (If I ask you to speak in English, are you confident?)
 S7: Pede dong Miss. (Of course, I am confident.)

(Interview transcript, October 10, 2012)

Interview transcript 10:

- R: Apakahkamubisamemahamimateri yang ada di handout? (Did you understand the materials on the handout?)
 S4: Yes, I understood.
 R: Apakahkumerasaterbantudalambelajarbilaada handout? (Did the handout help your learning?)
 S11: Iya, jadinyanggakusahnulis. (Yes, I did not need to take notes.)

(Interview transcript, October 10, 2012)

Interview transcript 11:

- R: MerasaterbantunggakkalaubawakamussaatspelajaranbahasaInggris? (Does the dictionary help your learning?)
 S5: Iya, kalaumenemukan kata yang susahbacanyaataunggak tau artinyabisalangsungbukakamus. (Yes. If I find difficult words to pronounce or do not know the meaning of certain words, I can directly consult the dictionary.)
 R: Kalaumenurutmugimana? (What do you think about that?)
 S7: Sangatberguna pas pelajaranbahasaInggris. Jadinggakusahsusah-susahtanyakalaunamu kata yang sulit. (It is very useful to help us in learning English. So we do not need to ask others if I find difficult words.)

(Interview transcript, October 10, 2012)

Interview transcript 12:

- R: Media yang dipakai di pertemuanharinimembantukamudalambelajarnggak? (Did the media used in this meeting help you learn English?)
 S8: Tentu, Pelajarannyajadimenarik. (Sure, the lesson became more interesting.)
 R: Menurutmubagaimanapenggunaan media video dalam proses belajarmengajar?(What do you think of the video as the media in teaching and learning process?)
 S5: Yasangatbermanfaat, kelasnyajadinggakmboseni. Apalagikalauadavideonyakankitabisabelajarngomong kaya orang yang di video tadi. (Yes, it was very useful. The class became not boring. Moreover, we can learn to speak in English like the persons in the video.)

(Interview transcript, October 10, 2012)

Interview transcript 13:

- R: ApakahkumerasasenangkalaumendapatkanhadiahsaatbelajarbahasaInggris? (Did you feel happy when you got reward in English lesson?)
 S23: Senengbanget. Besoklagiya Miss. (I was very happy. Provide rewards again tomorrow.)
 R: Apakahkamujadilebihtermotivasiuntukmengikutipelajaranketikaadarewardnya? (Did you feel more motivated in joining the class activities if there were some rewards?)
 S27: Iya Miss, jadisemangatbuatbelajar, samabiardapethadiahjuga. (Yes, Miss. I got more eagerness to learn, and also to get rewards.)

(Interview transcript, October 10, 2012)

APPENDIX G: PHOTOGRAPHS



Picture 1. The teacher distributed the handouts.



Picture 2. The teacher explained the materials.



Picture 3. The students discussed the task in groups of 4.



Picture 4. The students practiced to use the language functions in groups.



Picture 5. The teacher clarified the task for students who were still confused.



Picture 6. The students did 'helping my classmate activity'.



Picture 7. The students did the sticking activity in groups.



Picture 8. The teacher asked the students to answer the questions.



Picture 9. The students were enthusiastic in accomplishing the tasks voluntarily.



Picture 10. The students did 'serving the customers activities'.



Picture 11. The teacher assessed the students' speaking performance.



Picture 12. The students used gestures in communicating in English.

APPENDIX H:
LETTERS OF PERMISSION

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/7645/V/9/2012

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

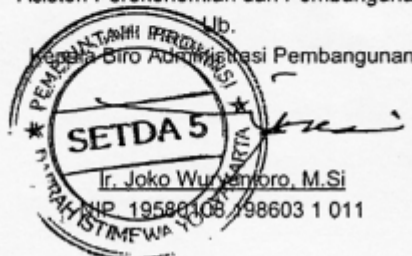
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Nama : YANUAR RIZKI FAUZIAH NIP/NIM : 08202241008
 Alamat : Karangmalang Yogyakarta
 Judul : IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE ACTIVITIES
 AT GRADE VIII OF SMPN 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013
 Lokasi : SMPN 2 Kec. DEPOK, Kota/Kab. SLEMAN
 Waktu : 11 September 2012 s/d 11 Desember 2012

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 11 September 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan



1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website : www.bappeda.slemankab.go.id , E-mail : bappeda@slemankab.go.id

SURAT IZIN
Nomor : 070 / Bappeda / 2559 / 2012

TENTANG
IZIN PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Ijin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/7645/V/9/2012 Tanggal: 11 September 2012 Hal: Izin Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	YANUAR RIZKI FAUZIAH
No.Mhs/NIM/NIP/NIK	:	08202241008
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	UNY
Alamat instansi/Perguruan Tinggi	:	Karangmalang Yogyakarta
Alamat Rumah	:	Jl. Gejayan CT X 51 Yogyakarta
No. Telp / HP	:	085643883443
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul: "IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COMMUNICATIVE ACTIVITIES AT GRADE VIII OF SMPN 2 DEPOK IN THE ACADEMIC YEAR OF 2012/2013"
Lokasi	:	SMP N 2 Depok
Waktu	:	Selama 3 bulan mulai tanggal: 11 September 2012 s/d 11 Desember 2012

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Ijin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
5. *Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Pendidikan, Pemuda & Olahraga Kab. Sleman
4. Kepala Bid. Sosbud Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SMP N 2 Depok
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan

Dikeluarkan di : Sleman
Pada Tanggal : 11 September 2012
a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris

u.b.
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003